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IDENTIFIERS	Illinois Valley Community College

ABSTRACT

Designed for use by full-time faculty at Illinois Valley Community College (IVCC), this handbook provides information regarding responsibilities, procedures, and available services. The first section provides a calendar of campus events for 1993-95, a hierarchical chart of instructional administration, and information on the responsibilities of full-time instructors at IVCC. This section also presents a chart of IVCC's expectations of faculty with respect to attendance and participation in campus activities, a list of responsibilities of full-time counselors, and information on tenure. In addition, this section offers practical suggestions for scheduling classes, a description of a separate handbook on minimum teacher qualifications, and procedures for obtaining competency status for a course. The second section describes campus support services, facilities, and use policies, as well as guidelines regarding professional travel, leaves of absence, student admissions/class attendance, and inclement weather policies. This section also presents information on working with learning disabled students and procedures for obtaining course approval. The third section discusses the idea of "quality instruction," the teachers' union, and affirmative action programs at IVCC. The final section consists of 10 appendixes, including official IVCC forms, sample student course outlines, and a description of non-tenured evaluation procedures. (MAB)

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ED 361 025

FACULTY HANDBOOK

2578 E. 350TH ROAD
OGLESBY, ILLINOIS 61348
(815) 224-2720

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IC 930 403

DEAN OF INSTRUCTION'S OFFICE

REVISED: 1993

BEST COPY AVAILABLE

IVCC CALENDAR 1993-1995

FALL SEMESTER 1993

August 16 . . . . . In-Service/Faculty
August 17 . . . . . Faculty Fall Conference
August 18 . . . . . Classes Begin
August 24 . . . . . Late Reg. Ends/Day Classes
August 31 . . . . . Late Reg. Ends/Evening Classes
August 31 . . . . . Last Day Partial Refund
September 6 . . . . . Labor Day (College Closed)
October 13 . . . . . Mid-Term
October 14-15 . . . . . Mid-Semester Break
October 18 . . . . . Second Eight-Week Begins
November 9 . . . . . Last Day Automatic Withdrawal/Passing
November 11 . . . . . Veterans' Day (College Closed)
November 24 (Noon), 25, 26 . . . . . Thanksgiving Vacation (College Closed)
November 29 . . . . . Classes Resume
December 8 . . . . . Last Date for Student Withdrawal
December 14, 15, 16, 17 . . . . . Semester Exams
December 20 . . . . . Final Grades Due (Noon)
December 20 . . . . . Semester Ends
December 21-January 4 . . . . . Faculty Vacation
December 18-January 5 . . . . . Student Vacation
December 24, 27, 28, 29, 30, 31 . . . . . College Closed

SPRING SEMESTER 1994

January 3 . . . . . Staff Return
January 5 . . . . . In-Service/Faculty
January 6 . . . . . Classes Begin
January 12 . . . . . Late Reg. Ends/Day Classes
January 19 . . . . . Late Reg. Ends/Evening Classes
January 19 . . . . . Last Date Partial Refund
February 11 . . . . . Lincoln's Birthday (College Closed)
March 4 . . . . . Mid-Term
March 7 . . . . . Second Eight-Week/Classes Begin
March 11 . . . . . Faculty Visitation Day
March 14-18 . . . . . Spring Vacation/Faculty and Students
March 21 . . . . . Classes Resume
April 1 . . . . . Good Friday (College Closed)
April 4 . . . . . Last Day Automatic Withdrawal/Passing
April 29 . . . . . Last Date for Student Withdrawal
May 5, 6, 9, 10 . . . . . Semester Exams
May 11 . . . . . Final Grades Due (Noon)
May 13 . . . . . Semester Ends
May 13 . . . . . Commencement

PRE-SUMMER 1994

May 16 . . . . . Last Day for Registration
May 16 . . . . . Session Begins
May 18 . . . . . Last Day for Partial Refund
May 30 . . . . . Memorial Day (College Closed)
June 7 . . . . . Session Ends
June 9 . . . . . Final Grades Due 2:00 p.m.

FOUR-WEEK SUMMER 1994

June 8 . . . . . Tuition Due
June 13 . . . . . Session Begins
June 14 . . . . . Late Registration Ends
June 16 . . . . . Last Day for Partial Refund
June 27 . . . . . Last Day Automatic Withdrawal/Passing
June 29 . . . . . Last Day for Student Withdrawal
July 4 . . . . . Independence Day (College Closed)
July 7 . . . . . Session Ends
July 11 . . . . . Final Grades Due 4:00 p.m.

EIGHT-WEEK SUMMER 1994

June 8 . . . . . Tuition Due
June 13 . . . . . Session Begins
June 15 . . . . . Late Registration Ends
June 20 . . . . . Last Day for Partial Refund
July 4 . . . . . Independence Day (College Closed)
July 19 . . . . . Last Day Automatic Withdrawal/Passing
July 28 . . . . . Last Day for Student Withdrawal
August 4 . . . . . Session Ends
August 8 . . . . . Final Grades Due Noon

FALL SEMESTER 1994

August 15 . . . . . In-Service/Faculty
August 16 . . . . . Faculty Fall Conference
August 17 . . . . . Classes Begin
August 23 . . . . . Late Reg. Ends/Day Classes
August 30 . . . . . Late Reg. Ends/Evening Classes
August 30 . . . . . Last Date for Partial Refund
September 5 . . . . . Labor Day (College Closed)
October 12 . . . . . Mid-Term
October 13-14 . . . Mid-Semester Break/Faculty and Students
October 17 . . . . . Second Eight-Weeks Begins
November 8 . . . . . Last Day Automatic Withdrawal/Passing
November 11 . . . . . Veterans' Day (College Closed)
November 23 (Noon), 24, 25 . . . . . Thanksgiving Vacation (College Closed)
November 28 . . . . . Classes Resume
December 7 . . . . . Last Date for Student Withdrawal
December 13-16 . . . . . Semester Exams
December 19 . . . . . Final Grades Due Noon
December 19 . . . . . Semester Ends
December 20 - January 3, 1995 . . . . . Faculty Vacation
December 19 - January 4, 1995 . . . . . Student Vacation
December 23, 26, 27, 28, 29, 30 . . . . . (College Closed)

SPRING SEMESTER 1995

January 2 . . . . . Staff Return
January 4 . . . . . In-Service/Faculty
January 5 . . . . . Classes Begin
January 11 . . . . . Late Reg. Ends/Day Classes
January 18 . . . . . Late Reg. Ends/Evening Classes
January 18 . . . . . Last Date for Partial Refund
February 13 . . . . . Lincoln's Birthday (College Closed)
March 3 . . . . . Mid-Term
March 6 . . . . . Second Eight-Week Begins
March 10 . . . . . Faculty Visitation Day
March 13-17 . . . . . Spring Vacation/Faculty and Students
March 20 . . . . . Classes Resume
March 31 . . . . . Last Day Automatic Withdrawal/Passing
April 14 . . . . . Good Friday (College Closed)
April 27 . . . . . Last Date for Student Withdrawal
May 4, 5, 8, 9 . . . . . Semester Exams
May 10 . . . . . Final Grades Due Noon
May 12 . . . . . Semester Ends
May 12 . . . . . Commencement

PRE-SUMMER 1995

May 15 . . . . . Last Day for Registration
May 15 . . . . . Session Begins
May 17 . . . . . Last Day for Partial Refund
May 29 . . . . . Memorial Day (College Closed)
June 6 . . . . . Session Ends
June 8 . . . . . Final Grades Due 2:00 p.m.

FOUR-WEEK SUMMER 1995

June 7 . . . . . Tuition Due
June 12 . . . . . Session Begins
June 13 . . . . . Late Registration Ends
June 15 . . . . . Last Day for Partial Refund
June 28 . . . . . Last Day Automatic Withdrawal/Passing
July 3-4 . . . . . Independence Day Break
. . . . . No Classes for Faculty and Students
July 5 . . . . . Last Day for Student Withdrawal
July 11 . . . . . Session Ends
July 13 . . . . . Final Grades Due 4:00 p.m.

EIGHT-WEEK SUMMER 1995

June 7 . . . . . Tuition Due
June 12 . . . . . Session Begins
June 14 . . . . . Late Registration Ends
June 19 . . . . . Last Day for Partial Refund
July 3-4 . . . . . Independence Day Break
No Classes for Students and Faculty
July 18 . . . . . Last Day Automatic Withdrawal/Passing
July 25 . . . . . Last Day for Student Withdrawal
August 8 . . . . . Session Ends
August 10 . . . . . Final Grades Due Noon

Illinois Valley COMMUNITY COLLEGE

2578 E. 350TH ROAD, OGLESBY, ILLINOIS 61348-1099
TELEPHONE: 815-224-2720

"TQM" AT IVCC IS IN QUALITY TEACHING

Our Faculty: Number One Quality Control

It is both an honor and privilege to be a faculty member at Illinois Valley Community College. The college and community both recognize the outstanding contributions and quality in teaching when student success is reviewed each year.

While many colleges have jumped on the bandwagon of trying to define "Total Quality Management (TQM)" in their institutions, this college has consistently looked at quality in teaching as the "engine" in it's management system. Evaluation of faculty and recognition of outstanding teachers provides strong support for the instructional system.

Hans Andrews
Dean of Instruction

TABLE OF CONTENTS

Calendar ..... Inside Front Cover
The College Campus 1
Instructional Administration Chart 2
Teaching Responsibilities of the Full-time Instructor 3
AAS Degree and Certificate Program Faculty Expectations 4
Responsibilities of the Full-time Counselor 7
The Community College Tenure Law of 1980 9
Terminology: Qualified, Competent, Competencies 12
Scheduling Faculty Classes 15
The First Class - A Most Important Impression 17
The Minimum Qualifications Handbook 18
Procedure for Obtaining Competency Status for a Course 19

Campus Support Services, Facilities, and Campus Policies for Faculty 20-29

Bookstore 20
Audio-Visual 20
Library 21
Duplicating 24
Day Care 24
First Aid 24
Purchasing 25
Student Services 26
Switchboard 27
Textbook 27
Mailboxes 27
Faculty and Staff Parking 28
Instructor Absence 28
Substitute Policy 28
Medical Permits 29
Faculty Offices 29
Distribution of Materials 29

Professional Travel 30
Scheduling - Summer School Classes, Sick Leave and Personal Leaves (Summer) 32
Admission of Students and Attendance Policy 33
Attendance Procedures: Instructor 34
Inclement Weather Policy and Procedure 35
Working with Learning Disabled Students 36
Curriculum Committee 41

Defining Quality Instruction 44
American Federation of Teachers - Local 1810 53
Affirmative Action Program 53

APPENDIXES A - J 56

A - 57
B - 62
C - 67
D - 71
E - 89
F - 90
G - 91
H - 92
I - 96
J - 98

Telephone Directory (Key Telephone Number To Use) ..... Back Cover

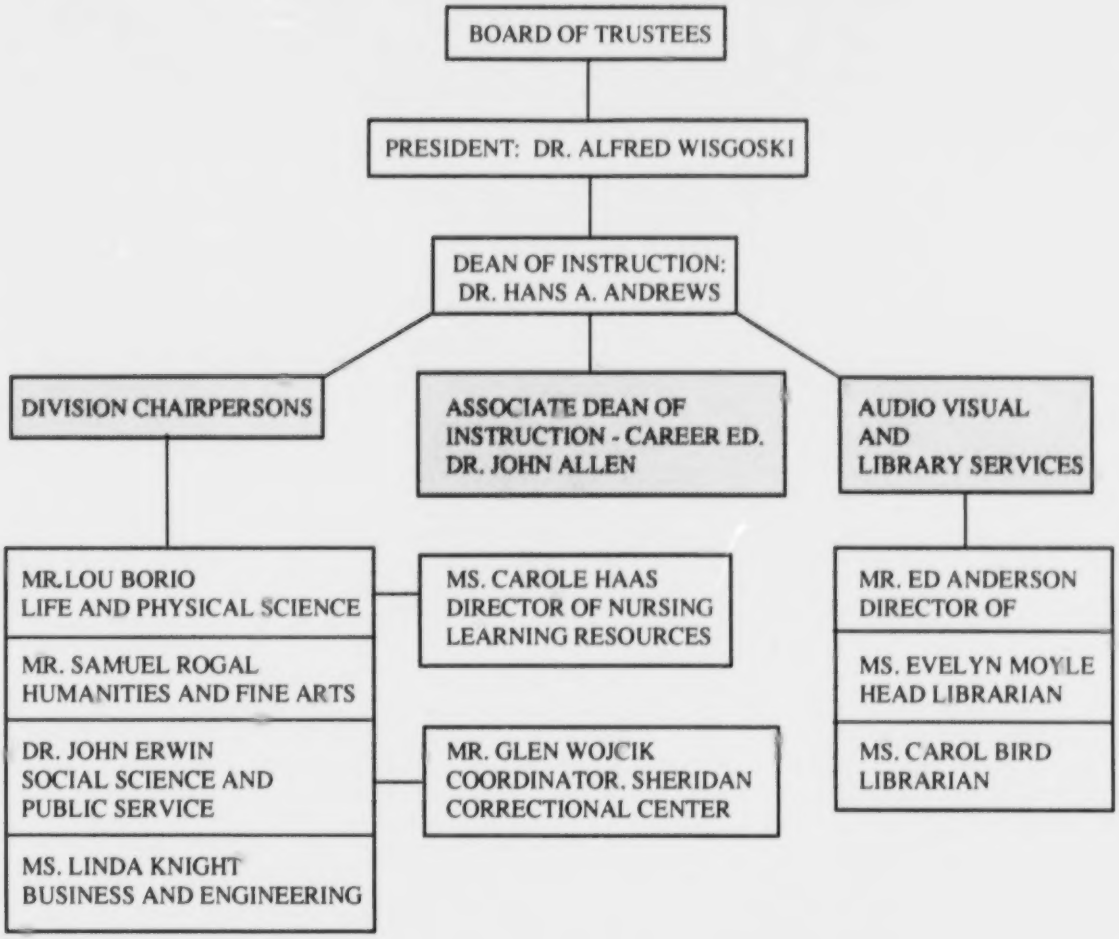
THE COLLEGE CAMPUS . . .

. . . begins in Oglesby, Illinois, on over 400 acres of farmland and wooded area overlooking the Illinois River on its northern bluff. It also includes a number of high schools and a state prison where extension courses are offered on a regular basis:

Ottawa Township High School
Marquette High School
Seneca High School
Mendota High School
Princeton High School
St. Bede Academy
Streator High School
Serena High School
LaMoille High School
Hall High School
Earlville high School
Woodland High School
LaSalle-Peru Vocational Center
Sheridan Correctional Center

Faculty are assigned to teach at these centers as part of their regular teaching load as well as for overload options.

INSTRUCTIONAL ADMINISTRATION CHART


BOARD OF TRUSTEES
PRESIDENT: DR. ALFRED WISGOSKI
DEAN OF INSTRUCTION: DR. HANS A. ANDREWS
DIVISION CHAIRPERSONS
ASSOCIATE DEAN OF INSTRUCTION - CAREER ED. DR. JOHN ALLEN
AUDIO VISUAL AND LIBRARY SERVICES
MR. LOU BORIO LIFE AND PHYSICAL SCIENCE
MR. SAMUEL ROGAL HUMANITIES AND FINE ARTS
DR. JOHN ERWIN SOCIAL SCIENCE AND PUBLIC SERVICE
MS. LINDA KNIGHT BUSINESS AND ENGINEERING
MS. CAROLE HAAS DIRECTOR OF NURSING LEARNING RESOURCES
MR. GLEN WOJCIK COORDINATOR, SHERIDAN CORRECTIONAL CENTER
MR. ED ANDERSON DIRECTOR OF
MS. EVELYN MOYLE HEAD LIBRARIAN
MS. CAROL BIRD LIBRARIAN

TEACHING RESPONSIBILITIES OF THE FULL-TIME INSTRUCTOR

CONTRACTUAL TEACHING LOAD

Faculty teach a total of 30 equated semester hours during the two semesters of the academic year. In addition, faculty are required to post 10 office hours a week to assist students. Lecture classes are equated at 1 semester hour while laboratory hours are equated at .75.

OVERLOAD

In a number of teaching disciplines there are sufficient courses offered to allow faculty to teach an overload course for extra pay each semester. This is not possible in all disciplines.

CAUTION: New faculty are not normally encouraged to teach an overload class during their first year or two. Emphasis during these years should be placed on improving teaching techniques, learning outcomes, testing and grading skills, and learning how to balance the course requirements in order to complete the syllabus for courses being taught.

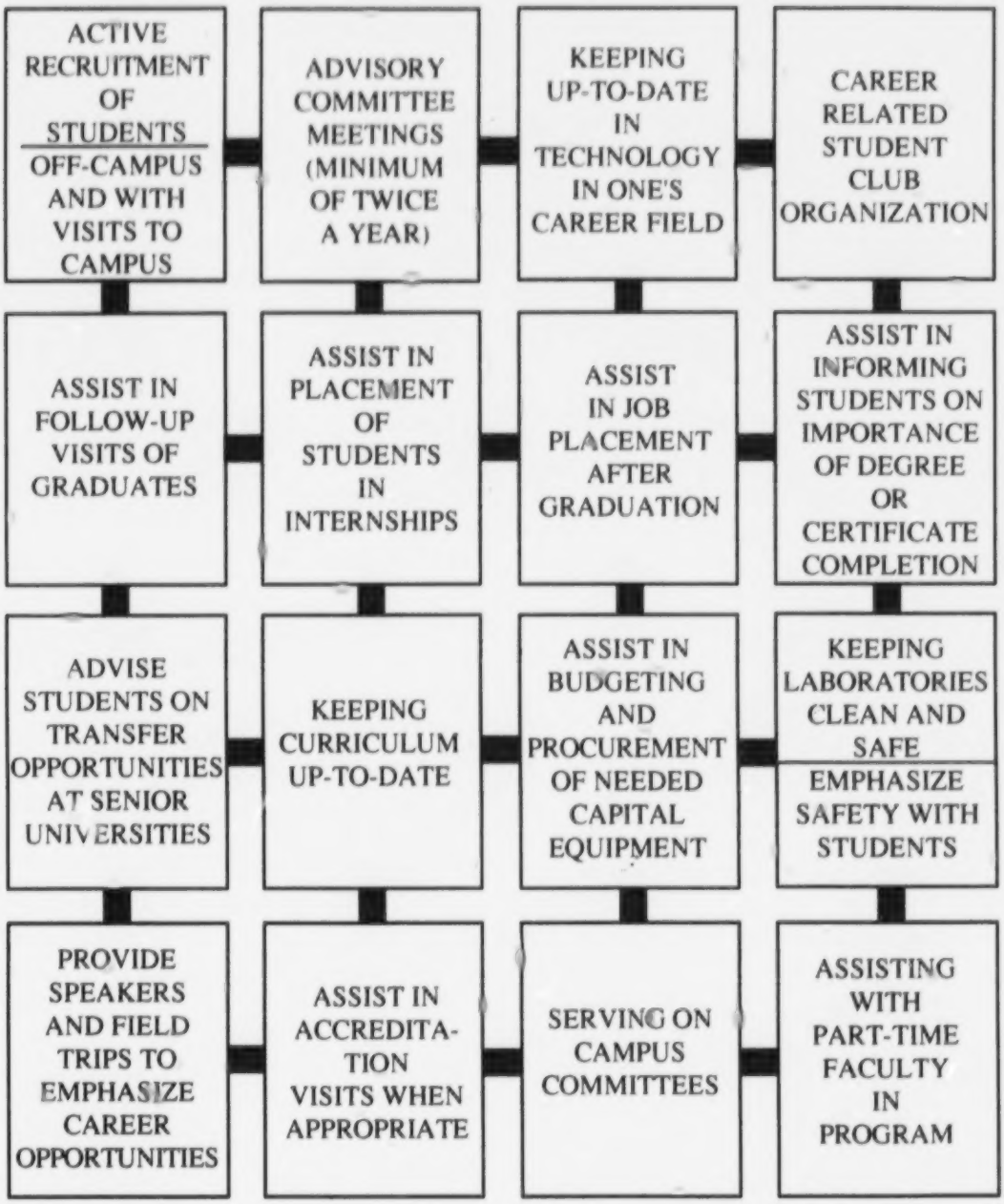
SUMMER SCHOOL

The college runs a pre-summer and 4- and 8-week summer sessions. This adds additional opportunities for teachers in a number of disciplines to earn some additional income. Not all subjects can be taught in summer school so this opportunity is not available for all faculty. Faculty interested in summer teaching must file a written form of interest by late February of each year.

FACULTY CONTRACT: The pay and benefits for the above teaching opportunities are outlined in the most current faculty contract.

A.A.S. DEGREE AND CERTIFICATE PROGRAM FACULTY EXPECTATIONS

Faculty involved in teaching Associate in Applied Science (A.A.S.) and certificate programs are involved with the college and students in a variety of ways that differ from transfer degree faculty:


ACTIVE RECRUITMENT OF STUDENTS OFF-CAMPUS AND WITH VISITS TO CAMPUS
ADVISORY COMMITTEE MEETINGS (MINIMUM OF TWICE A YEAR)
KEEPING UP-TO-DATE IN TECHNOLOGY IN ONE'S CAREER FIELD
CAREER RELATED STUDENT CLUB ORGANIZATION
ASSIST IN FOLLOW-UP VISITS OF GRADUATES
ASSIST IN PLACEMENT OF STUDENTS IN INTERNSHIPS
ASSIST IN JOB PLACEMENT AFTER GRADUATION
ASSIST IN INFORMING STUDENTS ON IMPORTANCE OF DEGREE OR CERTIFICATE COMPLETION
ADVISE STUDENTS ON TRANSFER OPPORTUNITIES AT SENIOR UNIVERSITIES
KEEPING CURRICULUM UP-TO-DATE
ASSIST IN BUDGETING AND PROCUREMENT OF NEEDED CAPITAL EQUIPMENT
KEEPING LABORATORIES CLEAN AND SAFE
EMPHASIZE SAFETY WITH STUDENTS
PROVIDE SPEAKERS AND FIELD TRIPS TO EMPHASIZE CAREER OPPORTUNITIES
ASSIST IN ACCREDITA-TION VISITS WHEN APPROPRIATE
SERVING ON CAMPUS COMMITTEES
ASSISTING WITH PART-TIME FACULTY IN PROGRAM

OTHER EXPECTATIONS

FACULTY ARE EXPECTED TO BE FULLY INVOLVED IN THE COLLEGE AND DIVISIONAL ACTIVITIES IN MOST OF THE FOLLOWING WAYS:

1. Attendance and participation in all divisional meetings (unless excused by division chairperson) - - - usually monthly.

2. Curriculum and course updates and revisions.

3. Attendance and participation in "all-faculty" in-service activities. Most are held at the beginning of each academic semester. Occasional meetings are called during the semester when a topic of interest for all full-time faculty evolves.

4. Attendance at local and state or regional professional meetings.

5. College committees: The college has used a democratic approach for most of the committees. In some committees specific faculty may be appointed due to their special discipline or training.

6. Public performances and displays in such areas as music, speech, theatre, art, etc; such performances and displays provide the competitiveness, public performances and appreciation necessary to prepare students to compete at the senior college level.

7. Co-curricular activities in such areas as athletics, clubs, and field trips.

8. Attendance at articulation meetings and visits with former students at four-year colleges and universities.

9. Attendance at career fairs and college nights to explain and promote programs.

10. Attendance at commencement (this date is a contractual work day).

11. Dissemination of information: (a) recruitment of area students through high school visitations and, (b) inviting potential students to the campus.

12. Professional development activities that are designed to improve competence and qualifications in teaching methodologies. Faculty are expected to keep up-to-date in their fields of teaching expertise.

13. Provide "student course outlines" at the beginning of each semester or other instructional period. These are to include (a) daily/weekly reading and homework assignments, (b) course expectations, (c) grading policies, (d) attendance policies, (e) office hours and location of office, (f) dates for tests and other information pertinent to the course. Two copies are to be submitted to the division chairperson at the beginning of each class. A statement on General Education and degree completion should be attached to all transfer course outlines.

IMPROVING QUALIFICATIONS (AND FUTURE PAY)

Faculty are encouraged to improve their qualifications by taking coursework at nearby universities. Northern Illinois University (North), Illinois State University (South), Governor's State University (East) and Western Illinois University (now with courses in the Quad Cities - West) are all within 1 to 1.5 hours from the campus. The University of Illinois - Urbana also offers some coursework in the Peoria area . . . and some courses are brought to the IVCC campus from NIU and ISU.

Details on how to move up on the salary scale and how to plan your courses, receive approval, etc., are outlined in the faculty contract.

RESPONSIBILITIES OF THE FULL-TIME COUNSELOR

The job of a community college counselor is very different from that of faculty members. Clients must be served on days and at hours that faculty would not normally be on a regular contract duty.

Much of the work of the counselors must be accomplished prior to the dates fall, spring, and summer semester instructional activities begin. The effectiveness of instruction is enhanced considerably through testing for course placement, articulation, and counseling prior to the start of a semester or summer session. By the very nature of counselor's work, it is loosely tied to the faculty work schedule, i.e. fall and spring semester. It is important to both students and faculty in improving instructional outcomes that much of the academic counseling and course placement activity must be accomplished during the summer months.

There is no stronger job responsibility and commitment counselors can give to a community college counseling position than proper placement of students into classes that fit their academic backgrounds, abilities, and career goals.

Counselors, therefore, shall be assigned to work those days that best fit the terms of academic advising and other job duties as assigned by the Dean of Student Development.

OTHER ROLES OF COUNSELORS

Student outcomes and success are enhanced in several other ways through efforts of the counselors:

(1) Attendant at articulation meetings with universities; provide the lead articulation;

(2) Meetings with former students at universities and colleges where these students have transferred;

(3) Inviting faculty to attend these same meetings in 1 and 2 above;

(4) Calling universities on behalf of students to clarify and/or cut 'red tape' and assist individual students in their transfer process;

(5) Provide career decision making assistance through counseling and interest testing;

(6) Provide counseling to off-campus and Sheridan Correctional Center students;

(7) Provide information to potential students at career days, visit with high school and junior high school students both on and off campus;

(8) Provide a Transfer Handbook to assist students in an orderly transfer to other colleges and universities;

(9) Attend divisional faculty meetings as a liaison person from counseling;

(10) Assist on the curriculum committee when appointed or elected;

(11) Work on other college committees when elected.

THE COMMUNITY COLLEGE TENURE LAW OF 1980

The Illinois Community College Tenure Act went into effect on January 1, 1980. IVCC had granted tenure to faculty members for many years prior to the state law coming into being.

Tenure at IVCC is highly prized and awarded to those full-time faculty who have been evaluated as both qualified (via college transcripts, work experiences, or a combination) and competent (as determined by the college's evaluation of faculty system).

All persons who achieve tenure at this college are expected to maintain a high level of competency in their work throughout their years at the college.

Competency is the basis for awarding and maintaining both tenure and the teaching positions at IVCC. It must be maintained.

COMMUNITY COLLEGE FACULTY TENURE

THE LAW JANUARY, 1981	PUBLIC ACT 81-1100	SENATE BILL 147

DEFINITIONS

An act to add Article IIIB to the "Public Community College Act", approved July 15, 1965, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Article IIIB is added to the "Public Community College Act", approved July 15, 1965, as amended, the added Article to read as follows:

ARTICLE IIIB TENURE

Sec. 3B-1. [S.H.A. ch. 122, 103B-1] Definitions

As used in this Article, the following terms shall have the meanings hereinafter stated:

"District" means a Community College District.

"Board" means a Board of a Community College District.

"Faculty Member" means a full time employee of the District regularly engaged in teaching or academic support services, but excluding supervisors, administrators and clerical employees.

"School Year" means a regular academic year or its equivalent excluding summer school.

"Term" means a term within a school year.

"Notice" means a written notice delivered in person or deposited in the U.S. mail by certified or registered mail, postage prepaid, addressed to the faculty member's last known address.

TENURE

Sec. 3B-2. [S.H.A. ch. 122, 103B-2] Tenure

Any faculty member who has been employed in any district for a period of 3 consecutive school years shall enter upon tenure unless dismissed as hereinafter provided. However, a board may at its option extend such period for one additional school year by giving the faculty member notice not later than 60 days before the end of the school year or term during the school year or term immediately preceding the school year or term in which tenure would otherwise be conferred. Such notice must state the corrective actions which the faculty member should take to satisfactorily complete service requirements for tenure. The specific reasons for the one-year extension shall be confidential but shall be issued to the teacher upon request. The foregoing provision for a three-year period and optional one-year extension shall not be construed to interfere with or abrogate local board rules or contracts which now or hereafter may provide for a lesser period of service before entering upon tenure. A tenured faculty member shall have a vested contract right in continued employment as a faculty member subject to termination only upon occurrence of one or more of the following:

a. Just cause for dismissal; or

b. A reduction in the number of faculty members employed by the board or a discontinuance of some particular type of teaching service or program.

DISMISSAL (NON-TENURED)

Sec. 3B-3. [S.H.A. ch. 122, 103B-3] Dismissal of Non-tenure Faculty Member

Every Board shall provide by rule or contract for a procedure to evaluate the performance and qualifications of non-tenure faculty members. If the implementation of such procedure results in a decision to dismiss a non-tenure faculty member for the ensuing school year or term, the Board shall give notice thereof to the faculty member not later than 60 days before the end of the school year or term. The specific reasons for the dismissal shall be confidential but shall be issued to the teacher upon request. If the Board fails to give such notice, within the time period, the faculty member shall be deemed reemployed for the ensuing school year. If the Board fails to give such notice within the time provided during the third year, or during the fourth year in the case of a one year extension, the faculty member shall enter upon tenure during the ensuing school year or term.

DISMISSAL (TENURED)

Sec. 3B-4. [S.H.A. ch. 122, 103B-4] Dismissal of Tenured Faculty Member for Cause

If a dismissal of a tenured faculty member is sought for cause the board must first approve a motion by a majority vote of all its members. The specific charges for dismissal shall be confidential but shall be issued to the tenured faculty member upon request. The Board decision shall be final unless the tenured faculty member within ten days requests in writing of the Board that a hearing be scheduled. If the faculty member within 10 days requests in writing that a hearing be scheduled, the Board shall schedule such hearing on those charges before a disinterested hearing officer on a date no less than 45 days, nor more than 70 days after the adoption of the motion. The hearing officer shall be selected from a list of 5 qualified arbitrators provided by a nationally recognized arbitration organization. Within 10 days after the teacher receives the notice of hearing, either the Board and the teacher mutually or the teacher alone shall request the list of qualified hearing officers from the arbitration organization. Within 5 days from receipt of the list, the Board and the teacher, or their legal representatives, shall alternately strike one name from the list until one name remains. The teacher shall make the first strike. Notice of such charges shall be served upon the tenured faculty member at least 21 days before the hearing date. Such notice shall contain a bill of particulars. The hearing shall be public at the request of either the tenured faculty member or the Board. The tenured faculty member has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present defenses to the charges. The hearing officer upon request by either party may issue subpoenas requiring the attendance of witnesses and production of documents. All testimony at the hearing shall be taken under oath administered by the hearing officer. The hearing officer shall cause a record of the proceedings to be kept and the Board shall employ a competent reporter to take stenographic or stenotype notes of all testimony. The costs of the reporter's attendance and services at the hearing and all other costs of the hearing shall be borne equally by the Board and the tenured faculty member. Either party desiring a transcript of the hearing shall pay for the cost thereof. If in the opinion of the Board the interests of the district require it the Board, after 20 days notice, may suspend the tenured faculty member pending the hearing, but if acquitted, the tenured faculty member shall not suffer the loss of any salary by reason of the suspension. The hearing officer shall, with reasonable dispatch, make a decision as to whether or not the tenured faculty member shall be dismissed and shall give a copy of the decision to both the tenured faculty member and the Board. The decision of the hearing officer shall be final and binding.

REDUCTION IN STAFF

Sec. 3B-5. [S.H.A. ch. 122, 103B-5] Reduction in Number of Faculty Members

If a dismissal of a faculty member for the ensuing school year results from the decision by the Board to decrease the number of faculty members employed by the Board or to discontinue some particular type of teaching service or program, notice shall be given the affected faculty member not later than 60 days before the end of the preceding school year, together with a statement of honorable dismissal and the reason therefor; provided that the employment of no tenured faculty member may be terminated under the provisions of this Section while any probationary faculty member, or any other employee with less seniority, is retained to render a service which the tenured employee is competent to render. In the event a tenured faculty member is not given notice within the time herein provided, he shall be deemed reemployed for the ensuing school year. For the period of 24 months from the beginning of the school for which the faculty member was dismissed, any faculty member shall have the preferred right to reappointment to a position entailing services he is competent to render prior to the appointment of any new faculty member; provided that no non-tenure faculty member or other employee with less seniority shall be employed to render a service which a tenured faculty member is competent to render.

REVIEW

Sec. 3B-6. [S.H.A. ch. 122, 103B-6] Review under the Administrative Review Act

The provisions of the "Administrative Review Act," approved May 8, 1945,[1] and all amendments and modifications thereof and the rules adopted pursuant thereto, shall apply to and govern all proceedings instituted for the judicial review of final administrative decisions of a hearing officer under Section 3B-4 of this Article.[2] The term "administrative decision" is defined as in Section 1 of said "Administrative Review Act."[3]

[1]Chapter 110. 264 et seq.
[2]Section 103B-4 of this chapter.
[3]Chapter 110. 264..

Veto overridden Nov. 1, 1979.

Effective Jan. 1, 1980.

17

TERMINOLOGY
QUALIFIED, COMPETENT, COMPETENCIES

QUALIFIED - the term used to designate the minimum preparation level necessary for teaching or academic support employees to be hired for a specific area of instruction or an academic support position at IVCC.

COMPETENT - the term used to refer to teaching or academic support employee who has both the minimum preparation level and who has successfully undergone the tenure evaluation system at IVCC and/or has successfully prepared for and taught individual courses for IVCC.

COMPETENCIES - the term used to spell out exact areas of competence of a faculty member or academic support employee at IVCC.

ANSWERS TO QUESTIONS ASKED BY INSTRUCTORS RELATIVE TO THE COMMUNITY COLLEGE TENURE LAW

1. HOW WILL INDIVIDUAL COMPETENCIES BE USED IN STAFF REDUCTIONS?

The term competent will carry much more weight in the college's posture to retain faculty in their present teaching or academic support jobs than the term qualified. The law specifically uses the term "competent to render" but leaves it up to the colleges to define. IVCC has defined competent as the term used to refer to a teaching or academic support employee who has both the minimum preparation level and who has successfully undergone the tenure evaluation system at IVCC and/or has successfully prepared for and taught individual courses for IVCC.

2. HOW DOES ONE MOVE FROM "QUALIFIED TO COMPETENT"?

Persons who have been deemed qualified to teach courses in their own division can ask their chairman for the opportunity to teach one or more of these courses. The instructors will then properly prepare for, teach, and be

evaluated in his/her efforts in the teaching of the course. The evaluation will consist of course outlines, review of instructor's progress through the course, articulation efforts by the instructor with other faculty/chairmen who have taught the course, and some classroom visitations by the administration. The process may be completed after one or two semesters of teaching the course. The instructor's individual competency sheet will be changed to add "new competencies" when the time arrives.

3. **CAN COMPETENCIES BE WITHDRAWN?**

Yes. If an instructor/academic support person disregards keeping up-to-date in a subject/discipline area, and/or does not teach a course over a five-year period, and/or generally neglects keeping current in an area, competency very likely will be withdrawn. An instructor will be given direction on how to regain such competency if he/she is willing to pursue gaining the competency back.

4. **DOES THIS MEAN AN INSTRUCTOR HAS TO TEACH EVERY COURSE ON HIS/HER COMPETENCY LIST DURING A FIVE-YEAR PERIOD?**

No. An instructor teaching a higher level course in his/her field will not be expected to teach the lower level course that provides the background necessary for the higher level course. It is recognized that instructors are up-to-date in the lower level course(s) if they are able to successfully perform teaching the higher level offering.

5. **HOW DOES ONE MAINTAIN THE COMPETENCIES THAT ARE INITIALLY AGREED TO?**

Continued teaching of the subject is one way. Each course should be taught during any five-year period with the exception mentioned in the answer for question #4 above. However, continued effort to obtain coursework, articulation efforts, advisory committee work, attend workshops in the course(s), keep up-to-date through journals, etc., all add to the "maintenance of competencies."

6. **CAN FACULTY AND ACADEMIC SUPPORT PERSONNEL BECOME QUALIFIED BY TAKING COURSEWORK AND THEN MOVE TO BECOME COMPETENT?**

Yes. To the first part of the question--they can become qualified by the minimum qualifications that have been set up in the Board of Trustee's Qualifications Handbook.

We have defined **qualified** as the term used to designate the **minimum**

preparation level necessary for teaching or academic support employees to be hired for a specific area of instruction or of an academic support position at IVCC.

No to the second part of the question. The following Board of Trustee policy covers this:

The establishment of competencies outside of a person's present position will only affect such personnel in their academic year assignments. overloads, and summer sessions at such time as staff reduction(s) may affect their present status as a full-time employee.

7. **CAN WE HAVE LISTED IN OUR FOLDER ALL OF THE COURSES THAT WE HAVE DISCUSSED WITH OUR CHAIRMAN AS AREAS OF COMPETENCE EVEN IF WE DON'T SIGN AN INDIVIDUAL COMPETENCY FORM?**

No. Any discussion to date is viewed as only discussion. There will not be a unilateral listing of "grandfathered" courses by the administration and Board of Trustees. The grandfathering process means a "mutual agreement" which waives the minimum requirements listed in the Board's Qualifications Handbook. This is a procedure specifically set up to benefit faculty who have been at the institution for a fairly long period and do not have the hours and/or experience that faculty and administrative staff have agreed to as necessary in the Qualifications Handbook.

SCHEDULING FACULTY CLASSES

The following are guidelines that are used to assist the college and faculty to serve students taking classes on-campus, off-campus, Sheridan Correctional Center and both day and evening and Saturdays:

1. **Provide Greatest Flexibility for Student Scheduling**

   Classes should be scheduled normally from 8:00 a.m. to 9:30 or 10:00 p.m. during the regular semesters. Students need a variety of hours available to properly register for full-time status or in order to become a part-time student while considering both work and family responsibilities.

2. **Multiple Sections - Offer During as Many Different Periods as Possible**

   Classes are not to be scheduled heavily during 3-4 hours of the day. Spread out the courses that have multiple sections to make class selection options for students.

3. **Scheduling of an Instructor's Entire Assignment on Monday, Wednesday, and Friday, or Tuesday and Thursday will be avoided.**

   Division Chairpersons are to work with a faculty assignments and office hours so that a reasonable distribution of hours occurs all five days of the week.

4. **Class assignments should not be concentrated in any given period of time but should extend throughout the typical college day. It is desirable to have instructors teach both mornings and afternoons and to space out office hours during the day to allow students from various classes to have access to the instructors during office hours.**

   It is recognized that such scheduling may not be possible on every day.

5. **When evening classes are included in an instructor's regular assignment, seniority shall be honored; that is, the youngest qualified member of the staff should be given the first evening assignment, etc. However, no regular staff member should be expected to teach two evening classes as a part of the regular assignment until all qualified members of the staff have an evening class as a part of their regular loads.**

6. **The number of equated hours that instructors are teaching should be identified for each semester.**

   Division chairpersons will keep track of the hours taught by faculty within their division. A summary of such hours will be reviewed in January of each year to determine that each faculty member has met the required contractual hours as well as to determine who is to receive overload pay.

7. **Instructors should post at least two of their ten office hours required each of the five working days.**

   Common sense needs to prevail when scheduling these hours. In most cases 7:30 a.m. is too early for students and 4:00 p.m. is too late to reach students. Some 30 minute time frames are allowable such as prior to an evening class.

Updated 7/93

THE FIRST CLASS - A MOST IMPORTANT IMPRESSION

Faculty are asked to be prepared to teach a full first class, whether it be 50 minutes or an evening 150 minute class. Students arrive from a 45-50 mile radius and need to learn about you, your course requirements, and enough course material to wet their appetite. An evening or Saturday class meets for an equivalent of one week per class meeting. It is most important that this first meeting is a well prepared presentation covering one sixteenth of the semester work and keeps the students for the full scheduled class time.

THE MINIMUM QUALIFICATIONS HANDBOOK AT I.V.C.C.

. . . A LIVING DOCUMENT

Illinois Valley Community College, complying with the Community Colleges - Faculty Tenure Law (Senate Bill 147) which went into effect on January 1, 1980, has developed a "Minimum Qualifications Handbook" to clarify its minimum requirements for full-time faculty and academic support positions at the College.

The College administration, with a great deal of input from the full-time faculty, defined qualifications as they apply to the various disciplines, subjects, and academic support areas of the College.

The College's Board of Trustees recognizes its legal responsibilities in the areas of hiring, granting of continuing employment, granting of tenure appointments, and the releasing of personnel under clauses and reasons outlined in the Senate Bill 147. In February of 1981 the Board of Trustees adopted the policies which are outlined in the Qualifications Handbook. These policies were shared with faculty and administrators in all divisions of the College for a 60-day period prior to their adoption by the Board of Trustees.

The College recognizes the need to update and change the handbook as new courses, course changes, or program changes are presented.

PROCEDURE FOR OBTAINING COMPETENCY STATUS FOR A COURSE

Full-time faculty members at Illinois Valley Community College who wish to obtain competency status for a course within their division that they are qualified for but have not previously taught may follow the following procedure:

1. Talk to the Division Chairperson and make the request in writing to be considered for teaching of a course within the division that the faculty member has been deemed qualified to teach.

2. The Division Chairperson will make an effort to assign such a course if it is possible within the scheduling needs of students and the overall division members.

3. The faculty member(s) assigned to a new course preparation will properly prepare for the course and be administratively evaluated during the semester(s)/term(s) that the course is taught.

4. A determination of competency will be made prior to the end of the semester(s) or term(s) in which the course is taught. A second or third semester or term may be determined necessary for further evaluation before competency is granted.

(Forms for qualifications and competencies are available in the division chairpersons' offices. Sample forms are provided in Appendix I).

CAMPUS SUPPORT SERVICES, FACILITIES, AND CAMPUS POLICIES FOR FACULTY

I. BOOKSTORE SERVICES

The Bookstore has been expanding its supplies and services in an attempt to better serve the faculty and students. The bookstore is open from 8:00 a.m. to 7:00 p.m. (Monday through Thursday) and 8:00 a.m. to 4:00 p.m. (Friday).

Instructors needing a desk copy of a text or any other material should obtain a toll-free number from the Bookstore or his/her division secretary in order to most rapidly receive the book.

Permission for purchases must be obtained from the division chair. Faculty members may not take books for students to extension centers without authorization from the Bookstore Manager.

II. AUDIO-VISUAL SERVICES

The Audio-Visual and Library staff provide assistance in gathering aides and materials to assist the faculty and staff.

Audio Tape Duplication

The Audio-Visual Center has equipment for high speed duplication of audio cassette tapes.

Mounting and Laminating

These processes are used to preserve any material that is subjected to hard use or high exposure to students. Mounting helps protect materials by placing a cardboard backing on them for rigidity and laminating places a plastic coating on materials.

Classroom Equipment and Materials

The Audio-Visual Center has commercially prepared audio-visual software including 16mm educational films, video tapes, 8mm single concept film loops, slides, transparencies, phonograph records and sound tape recordings. The library catalog contains a complete listing of these materials.

Individual monitors and video and audio playback units in the library allow students to view and listen to video and audio tapes as often as necessary for their individual purposes.

Classroom equipment available for instructional use:

Multi-Media Preparation Room (New)
Video Cassette Players
16mm Film Projectors
Audio Tape Recorders
Record Players
Filmstrip Projectors
Overhead Projectors
Automatic Slide Projectors (Carousel Projectors)
8mm Cartridge Projectors
Opaque Projectors
Filmstrip Previews
Video Recording Equipment

This equipment may be checked out on a daily basis or be assigned to a teaching station permanently, depending upon the amount of use at that station. Call the A-V Center, ext. 463 to schedule materials. Hours of operation are 7:30 a.m. to 4:30 p.m. Materials for evening classes are delivered before 4:00 p.m.

Use of Equipment

Community services programs offered on the Illinois Valley Community College campus by the college or other community agencies, which have approval to use college facilities, may request the use of college equipment such as audio-visual projectors, screens, etc. However, effective utilization of college equipment and economy make it necessary to limit the use of college equipment by community agencies to approved activities conducted on the campus.

The facilities are designed to aid the instructors at Illinois Valley Community College. Please feel free to come in any time and familiarize yourself with any aspect of the center.

III. LIBRARY SERVICES

Hours

Library hours are 7:30 a.m. to 9:30 p.m., Mondays through Thursdays and 7:30 a.m. to 4:30 p.m. Fridays. The Library is open from 8:00 a.m. to 2:00 p.m. during vacations and breaks. Summer hours are 8:00 a.m. to 2:00 p.m. and 6:00 p.m. to 9:30 p.m. during the eight-week session. The Library is closed for the Thanksgiving Recess, Christmas Vacation for staff and any all-campus holidays.

Library Staff

The Library staff consists of four professional librarians (Head Librarian, Catalog Librarian, Circulation and Serials Librarian (P.T.), Acquisitions Librarian (P.T.) and five clerks. All members of the library staff are assigned to the circulation desk. The professional librarians are all reference librarians.

Holdings

The Library collection includes over 100,000 units, including bound periodicals, microfilm, records, maps, A-V software, indexes (Reader's Guide, Social Sciences Index, Humanities Index, General Science Index, Education Index, Biography Index, Book Review Index, Essay and General Literature Index, New York Times Index, Chicago Tribune Index, Business Periodicals Index, Computer Literature Index, Cumulative Index to Nursing and Allied Health Literature), Congressional Quarterly, and pamphlets and clippings. The Library subscribes to over 300 periodicals and newspapers. The Library is also a depository for U.S. and Illinois government and Nuclear Regulatory Commission documents.

Reserves and Circulation

The librarians will place on special reserve any titles in demand for class assignments. Please allow 24 hours before sending in your class for these reserves, and emphasize that they must have their student I.D. to check out materials. To protect the Library collections and to provide better service for both faculty and students, the librarians urge instructors to submit their bibliographies to the Library before distributing them to their classes. Volumes on special reserve will be circulated by the hour or for overnight.

Books which are not on special reserve normally circulate for two weeks. Nursing books and vertical file materials circulate for one week: magazines for overnight. A faculty member may have, for a reasonable period of time, any volume related to his classes or field of study but all books must be returned at the end of the current semester.

Faculty members may place duplicated materials on reserve: a maximum of three copies will be accepted for circulation.

Faculty members are urged to make suggestions for library purchases. The necessary forms may be obtained from any librarian. Notices are sent to the requesting instructor when the suggested materials are processed and ready for circulation.

Computer Searches

Jacobs Library is a member of ILLINET/ONLINE, a statewide library network catalog. Using a modem and PC, we can search the holdings of over 800 libraries across the State of Illinois to find your needed books. Forty-two of these libraries permit our charging materials directly on-line and these materials are generally received via the statewide delivery system within a week to ten days. More specialized materials may be obtained via our OCLC nationwide library catalog database.

In addition, Jacobs Library uses the same hookup to access CARL UNCOVER, a periodicals database with access to some 14,000 journals with coverage beginning in 1988.

The library has access to the databases in DIALOG Information Services, Inc., and librarians have been trained to perform on-line searches. Limited funds are available for faculty research via this system. Please see the Head Librarian for more information.

CD-ROM Materials

Jacobs Library subscribes to INFOTRAC, a CD-ROM database containing bibliographic information from over 400 current periodicals; GOVDOCS a database containing bibliographic information on government documents back to 1976; some 30 databases from U.S.G.P.O. containing such items as the City/County databook, Toxic Substances Registry, censuses of trade, agriculture and the various outputs of the 1990 census, and the NTDB (National Trade Data Bank), and NESE (National Economic, Social and Environmental Sources); BIPplus (Books in Print with reviews); DiscLit (American authors); SIRS (Social Issues and Resources); an encyclopedia (Groliers); and a diskette program, the PDI (Patient Drug Information).

Tours and Class Library Usage

Jacobs Library is not able to offer tours or class library usage during the hours of 9:00 a.m. to 2:00 p.m. Lack of space and the noise factor necessitate this rule. Please contact the Head Librarian for further information on late hour tours and class usage.

Copy Machine

A copy machine is available for students. All copies are 10 cents. Faculty copy cards will not work in this machine.

Microfilm/microfiche and some CD-ROM database copies are also 10 cents a page.

Quiet

We urge your cooperation in keeping the library a quiet study area for students and those being tested for telecourses.

IV. DUPLICATING SERVICES

Faculty wishing to have materials duplicated should turn copy originals in to the Mail Room or the Copy Center. There is a 24-hour turn-around during the regular year and 48 hour turn-around time at the start of a semester and during exam periods. The Copy Center is located in B-112 and is open from 7:30 a.m. to 4:00 p.m. You may have completed tasks returned to the teacher's room (next to the copy center) or left in your mailbox.

Please review the "Request Form" below. It is self-explanatory. Copies may be obtained from the division chairperson's secretary or from the copy center.

PRINT NAME _____ DIVISION _____

NO. OF ORIGINALS _____ 8½ x 11 _____ 8½ x 14 _____

COPIES _____ BACK TO BACK _____ ONE SIDED _____

STAPLED _____ GLUED _____ COLLATE _____

DATE SUBMITTED _____ DATE NEEDED _____

DELIVER TO MAILROOM _____ PICK UP IN COPY CENTER _____

24 HOURS WILL BE NEEDED TO COMPLETE YOUR ORGINIALS.

48 HOURS WILL BE NEEDED AT THE START OF A SEMESTER AND AT EXAMS.

NOTE: The College cannot reimburse faculty members who duplicate materials off-campus.

V. DAY CARE SERVICES

Faculty with children ages 3-5 years may utilize the Day Care Center in the Auto Building on the East Campus. The center is open 7:40 a.m. to 4:00 p.m. on days when college classes are in session. The center is not open during the summer session. No meals are provided at the center. Parents are responsible for seeing that their children receive their normal meals. Some equipment and supplies are furnished, while other materials may be brought from home for utilization at the center. Check current fees as listed.

Faculty wishing to enroll a child (children) at the Day Care Center should contact the Center Coordinator in advance at the Auto Building or call 224-2720, Ext. 302. (Auto Building is located on the East Campus).

VI. FIRST AID SERVICES

A. Personnel with First Aid Experience

1. Custodial Staff
2. Director of Physical Plant Office
3. Nursing Rooms
4. Shipping and Receiving Area

B. To Obtain Help

1. Telephone Switchboard Operator (Dial "O" or go to Lobby C)
2. Director of Physical Plant Office (Dial "300" or A-116)
3. Director of Purchasing (Dial "418" or C-334)
4. Business Office (Dial "415" or C-336)

C. First Aid Kits

1. Dock Entrance - Building C, Lower Level
2. Sick Room - C-223, Middle Level
3. Science Department - A-101
4. Art Department - B-101
5. Physical Science Department - E-101
6. Maintenance Shop - Building D
7. Machine Shop - D-101

D. Stretcher - Building C, Lower Level - Dock Entrance
Resuscitator - Building C, Lower Level - Dock Entrance, Shipping and Receiving
Wheel Chair - B-208, Nursing Room
Eye Wash - A-101 & E-101, Science Rooms
Emergency Shower - A-101 & E-101, Science Rooms

NOTE: Evening staff does not have access to the listed equipment or personnel. In case of an emergency, the instructor should send a runner to the Switchboard. Help can then be obtained by phone and radio communications.

VII. PURCHASING SERVICES

Division chairs have purchase order forms. All purchases require a purchase order (if no purchase order, the school is not obligated.) All purchase orders must be signed by the division chairs and the dean of instruction. All areas of the purchase order should be typed. The proper account number(s) must be on the purchase order. No purchase order will be processed if it contains typing errors. Strike-overs make it difficult to read account, quantity and stock numbers on the carbon copies.

Complete purchase orders, received by the Director of Purchasing will be sent to a vendor within a maximum of twelve working days. Purchase orders that require legal bid procedures will be sent to a vendor within a maximum of fifty (50) working days, but only after the Board of Trustees gives approval to solicit bids.

VIII. STUDENT SERVICES

The college offers a comprehensive program of student services. These services are designed to assist students to discover, establish, and attain their educational, vocational, and personal goals.

Resources

As IVCC continues to promote and facilitate student success, some special programs are available to students wishing to enhance and improve in various areas. Referrals to these resource areas are encouraged.

Counseling Center

Counselors are available to all students. Counselors assist students in determining their strengths and limitations, assessing their interests, identifying their problems, and in planning a systematic program of educational, social, and personal development. Counselors are on duty Monday-Thursday from 8:00 a.m. till 8:30 p.m.; and Friday from 8:00 a.m. to 4:00 p.m. Office location for evening hours can be obtained from the switchboard operator.

Job Placement, Room D-207, 7:30 a.m. to 4:00 p.m.

Job Placement offers free service to all students and alumni. Register with IVCC Job Placement and Career Planning office when you enroll for admission to IVCC.

Services Available:

- Job opportunity board with full-time and part-time jobs
- Employer and student computer matching system
- Career planning student appointments
- Job search computer service, state and nation wide
- Career planning seminars
- Job fairs (companies and organization on campus to offer jobs)
- Resume, cover letter and interview tips
- Company and organization history files
- Special presentations
- Internships and co-ops
- Monthly newsletter

Reading, Writing, Study Skills Lab, Room E-317, Ext. 433

Offers one-hour courses in study skills, time management, essay writing, vocabulary, and more. Also offers scotopic sensitivity screening, and other consultation regarding special needs.

BEST COPY AVAILABLE

Academic Assistance Center, LRC-E, Ext. 479

Offers peer tutors for IVCC students in most subject areas.

If you refer a student for assistance, contact with the respective resource is encouraged. If you would rather refer a student with written notice, referral forms may be obtained through your division chair or the coordinator of retention.

Academic Services for the Special Needs Student, Room E-317, Ext. 433

A. Special Needs Educational Support Services
B. Transitional Services
C. Evaluative Testing
D. Academic Assistance
E. Support Services
F. Academic Aids
G. Adaptive Skill Aids

IX. SWITCHBOARD SERVICES

The day-time hours (Monday through Friday) are 7:30 a.m. to 4:00 p.m. The night hours (Monday through Thursday) are 4:00 p.m. until 9:30 p.m.

Long distance calls necessary for contacting students may be made from the switchboard.

X. TEXTBOOK SERVICES

Textbooks are adopted by division or departmental agreement and approved by the dean of instruction. Any changes in textbooks should be prepared one semester prior to the intended time of use.

Should you have any difficulties with the textbook you are currently using, you should contact your division chairperson.

XI. MAILBOXES

Each instructor has an assigned mailbox which is located at the Shipping and Receiving Office, outside the cafeteria in the lower level of Building C. Whenever you are on campus, you should check your mailbox. If you have any difficulty (e.g., mailbox combination, location), please contact the mailroom.

Correspondence between instructors may be accomplished by properly labeling and depositing materials in the "Campus Mail" opening by the mailboxes.

XII. FACULTY AND STAFF PARKING

All faculty and staff members must register their vehicles. In the event that more than one vehicle is used, additional permits must be obtained from the Business Office. The sticker should be affixed to the mirror. The faculty and staff parking areas are clearly designated and are reserved. The college assumes no responsibility or liability for any property loss or damage to any cars in the campus area.

Daytime Parking

A. Parking Lot No. 6 is reserved for faculty and staff parking.

B. Parking Lot No. 1 is reserved for visitors and student parking.

Evening parking is not restricted and no permit is required (although permits are issued).

XIII. INSTRUCTOR ABSENCE

Instructors shall report any illness, or the need to be absent from the campus, to the Switchboard Operator as soon as possible. The switchboard opens at 7:30 a.m. After receiving notification of absence, the Switchboard Operator will take the following step:

Notify the respective Division Chairperson by 8:00 a.m. for immediate posting of the class cancellation form.

A sample of the form used to report absence from classes is included in this handbook (Appendix J). (Additional forms may be obtained from the Division Chairpersons' offices.)

XIV. SUBSTITUTE POLICY

If a faculty member is to be absent for one or more classes, but not for longer than one week because of illness and similar emergencies or official college business, it should be the responsibility of the instructor, when possible, to provide special problems or library study for the students. When a faculty member's absence extends beyond one week, it will be the responsibility of the Division Chairperson to consult with the Dean of Instruction to make the necessary arrangements for substitute instructors. Remuneration will be given the substitutes on a pro-rate overload basis.

XV. PROCEDURE FOR DISTRIBUTING MEDICAL PERMITS TO FACULTY

The Dean of Instruction will receive the faculty member's letter of authorization to return to work from the faculty member's physician. A copy of the physician's letter will be made available so that the faculty member may park directly next to Building F for seven (7) consecutive days, if the Dean of Instruction feels that this parking privilege is warranted. After seven (7) days if the faculty member still requires special parking, the college will continue to allow parking next to Building F on seven (7) day evaluations.

XVI. FACULTY OFFICES

Each full-time instructor is assigned an office space, including a desk, filing cabinet and bookcase. Conferences with students are held in the office during regularly scheduled office hours or by appointment.

Keys for the offices, filing cabinets and desks are available in the Director of Physical Plant's office. Key cards must be signed by the individual requesting the key, the Division Chairperson, Dean of Instruction, and the Dean of Business Services.

XVII. POLICY - DISTRIBUTION OF MATERIALS

Requests to distribute materials other than through campus mail on the IVCC campus are to be directed to the Dean of Student Development. If approval is granted, distribution of materials is restricted to areas designated by him for this purpose. Without permission of the instructor, distribution of materials in the classroom by persons or agencies not connected with the college is prohibited. Coercion may not be used to induce students to other members of the college community to accept printed material or sign petitions, nor may funds or donations be collected for the material distributed.

No materials may be left undistributed or stacked for pick-up while unattended at any place in the college buildings or on college property. Distribution of materials by placement under the windshield wipers or in other locations on cars parked on the campus is prohibited. A person or an organization distributing materials on college property may be subject to payment of a reasonable fee to cover additional custodial or mailroom services required as a result of material distribution.

PROFESSIONAL TRAVEL AND FIELD TRIPS

Attendance at Conferences, Workshops, and Professional Meetings

Eligibility and Number of Days in Attendance: Within certain limitations, full-time faculty members are encouraged to attend and to participate in professional meetings which are appropriate to their areas of instruction. Faculty members' attendance at professional meetings while college classes are in session should not exceed four (4) days in any calendar year.

Funds: Financial assistance for participation in professional conferences is provided by the college. Each division is allowed professional travel allowance to cover travel expenses incurred for attendance at workshops, professional meetings, etc. Faculty members are encouraged to use appropriate means of economy so that funds allocated to each division can be used as wisely and economically as possible. The allowance for travel by automobile is 22.5¢* per mile. Receipts must be secured for air or rail transportation. Hotel receipts, meals, etc. are also required.

Procedure: A faculty member wishing to attend professional meetings must file, with the approval of his Division Chairperson, an "Application for Travel" with the Dean of Instruction at least one week prior to the proposed trip. If an advance is required this should be noted on the travel request form. Advances for less than $50.00 are discouraged unless they are for registration fees that need to be pre-paid. Subsequent to attendance at professional meetings, a completed "Application for Travel" (white copy) must be submitted no later than one week after return from the trip. Travel forms may be obtained from the Division Chairperson.

IVCC PROFESSIONAL TRAVEL GUIDELINES

Usual prudent-person theory requires keeping expenses as low as reasonably possible when traveling at college expenses.

Meals

In most instances, meals should not exceed a total of $4 for breakfast, $6 for lunch, and $13 for dinner. These figures are an average cost based on a random sample of 24 travel reimbursements. The average of these meals was as follows: Breakfast - $3.79, Lunch - $5.50, Dinner - $12.53. If for any reason you feel this is not reasonable in your particular instance, please see your immediate supervisor to set an exception. It is understood if meals are a direct part of a conference/meeting that this will be taken into account at the time your attendance is approved. At any time that meals exceed the agreed-upon limit, the individual may be required to reimburse the difference to the college.

*Subject to change.

Room

Standard room cost is also paid by the college. If a double room is used, the individual will reimburse the college for the difference between single and double room costs.

Travel (Car, Train, Plane, Etc.)

Travel by personal car may be permitted in lieu of other types of transportation, with the permission of the appropriate dean. The reimbursement will be based upon the Super-Saver fee, economy fare, if available. This may require an advance booking of 14 days and reduces the usual rate. Also, a round trip car expense to O'Hare, Midway, Peoria or the Quad Cities Airports will be reimbursed at the prevailing rate per mile.

Field Trip Regulations

It is clearly understood that field trips do not take precedence over the student's regularly scheduled classes. Students going on field trips are responsible for (a) informing instructors whose classes they will miss, and (b) class activities and assignments missed. Students electing not to go on a field trip should not be penalized.

The instructor planning a field trip must submit for approval to the Division Chairperson a written proposal stating the objectives, the class(es) involved, and the time and date of the trip. Proposals must be submitted for approval no less than one week prior to the intended date of the trip.

Responsibility for approving proposed field trips will be shared by the respective Division Chairperson and the Dean of Instruction.

After the field trip is approved, the instructor sponsoring the field trip will have for the faculty a typewritten alphabetical list of students going on the field trip. The list must be posted by the faculty mailboxes one week prior to the date of the trip. Individual students are responsible for classes they will miss and need to notify their other teachers and make up any work missed.

SCHEDULING FULL-TIME FACULTY TO SUMMER SCHOOL CLASSES

The college will follow the divisional rotation schedules in the assignment and commitment of summer school courses to full-time faculty members.

1. Faculty members will be asked to sign a written statement of intent to teach or not to teach in that summer session. These will be due in the division chairperson's office the first of March of each year. Persons indicating "undecided" will be treated the same as those persons indicating a desire "not to teach."

2. Persons who indicate a commitment to want to teach and later withdraw that commitment will be placed in the bottom position in seniority on the rotation schedule for the next summer school session.

3. If a person has indicated a desire "not to teach" and subsequently expresses a "desire to teach" in the summer session, he/she will need to contact the division chairperson. The chairperson will make the decision as to whether there is adequate time to assign the full-time person to a class(es), or if it will interfere with commitments to other full-time and/or part-time faculty commitments. See Appendix F for the form to be used.

SICK LEAVE AND PERSONAL LEAVE DURING THE SUMMER SESSION

SICK LEAVE - SUMMER

Sick leave will be granted upon request of the full-time faculty member. The day(s) will be charged against accumulated sick leave days. One day will be deducted for each day missed.

PERSONAL LEAVE - SUMMER

Personal leave will be granted upon request of the full-time faculty member. The day(s) will be charged against personal leave for the next contract year since personal leave is not accumulated.

ADMISSION OF STUDENTS AND ATTENDANCE POLICY

Admission to Class

At the beginning of each term, the instructor will receive class lists of students officially enrolled in each of his classes. Any student whose name does not appear on such official list should have an "add" slip from the Student Record's Office in order to be accepted into the class. In the event that the student is neither on the list nor in possession of an "add" slip, the instructor should **not admit** him/her to class but should send him/her instead to the Student Records Office.

Attendance Policy

There is no provision for "cuts." Students are expected to attend all classes regularly. If absence is unavoidable, it is the student's responsibility to explain the absence to his instructor(s) and arrange to complete any work missed. There are no forms for "excused" absence.

If an instructor feels that the number of accumulated absences is interfering with the student's progress and ability to successfully complete the course he/she should complete a withdrawal form and forward it to the Student Record's Office.

Important: Faculty members should make their attendance requirements or expectations known to students in their classes by written or verbal means during the first week of classes. Students should be informed that absences above the maximum allowed in the class are cause for being dropped from the class without notice.

Faculty members are encouraged to contact by telephone, students who are absent from class on several occasions. If a student cannot be reached by phone, a letter will be typed by the switchboard operator upon a faculty member's request and mailed to the student. To initiate this letter, call the switchboard operator (dial "0") and indicate your desire for a "non-attendance" letter to be sent to **(name of student)** for **(course, number and section)** taught by **(your name)**.

If absences continue, a withdrawal form should be completed and forwarded to the Student Record's Office.

ATTENDANCE PROCEDURES: INSTRUCTOR

Importance:

(1) The basis of state financial support to the college is the maintenance of attendance records by instructors and the preparation of periodic reports by the Data Processing Center. This can be done effectively only when every instructor conscientiously observes the attendance procedures.

(2) The individual instructor's semester attendance records (roll book rosters and attendance inserts) are the only attendance records maintained by the college. Since questions of student attendance arise from a variety of sources, the instructor's attendance records are a necessary and integral part of the total college record system. Grade books, including attendance records, must be filed in the Student Record's Office at the end of each semester.

General Procedures:

(1) Every absence of a student must be recorded in the instructor's grade book.

(2) Grade books in which attendance is recorded are filed with the Student Record's Office at the end of each semester. They are kept on file for three years and then returned.

Instructor Responsibility:

The instructor is the primary source of all attendance data. It is the responsibility of the instructor:

(1) To know, at all times, who is officially enrolled in his course, and who is in attendance at each meeting. (The use of a seating chart is recommended.)

(2) To maintain accurate attendance records for each class meeting and to follow prescribed attendance procedures.

(3) To report errors as soon as they are discovered to the Student Record's Office.

BOARD POLICY - INCLEMENT WEATHER POLICY AND PROCEDURE

Policy

It is the policy of the college that classes will meet and the college will be open, regardless of the weather, on all days when the official calendar calls for classes.

The geographic size of the college district makes possible the existence of varying weather conditions on any given day in different locations throughout the district. IVCC students will be expected to decide for themselves, based on local conditions, whether they should or should not attend classes during periods of inclement weather.

Procedures to Follow

1. We will follow our Board policy regarding the closing of college during inclement weather for on-campus day and evening classes.

2. Off-campus classes will also remain open unless the Dean of Continuing Education notifies us that an off-campus center **has been closed for IVCC classes.**

FULL-TIME FACULTY MEMBERS:

1. Are expected to report for their classes.

2. Will take a personal day of leave if they are unable to get to their classes.

3. Will make up work for an evening class missed (to be approved by the Division Chairperson).

   When possible, the Chairperson should attempt to have students called in advance of an evening cancellation.

Faculty members who find it necessary to cancel their class(es) due to inclement weather must obtain the concurrence of their division chairperson. Faculty members are expected to contact their Division Chairperson for approval if the class(es) are to be cancelled.

WORKING WITH LEARNING DISABLED STUDENTS

WHAT IS A LEARNING DISABILITY?

A person with a learning disability has a capacity for learning which is intact; their intelligence lies in the normal to above average range. The problem arises in processing information-that is taking in information, retaining information, and expressing information.

A learning disability is inconsistent. It may present problems on one day but not on another. It may manifest itself in one academic area but not in another i.e., reading but not math.

A learning disability is frustrating. A learning disabled student may look and act and speak intelligently. The frustration arises in having to prove his/her disability is real.

A learning disability is not a form of mental retardation or an emotional disorder.

CHARACTERISTICS COMMON TO ALL PERSONS WITH LEARNING DISABILITIES:

1. These persons have average or above average intelligence.
2. These persons perform substantially below grade level in achievement in one or more basic academic skills (reading, math, writing).
3. The cause of the learning disability is due to a central nervous system dysfunction.

NOTE:
A learning disability doesn't include a learning problem due primarily to visual, hearing or motor handicaps, to mental retardation, to emotional disturbances or to environmental disadvantages.

GENERAL BEHAVIORAL CHARACTERISTICS OF THE LEARNING DISABLED STUDENT (Adapted from George Washington University)

- Demonstrates marked difficulty in an academic area and demonstrates average to superior skills in another area;

- Has poorly formed handwriting;

- Has trouble listening to a lecture and taking notes at the same time or copying;

- Is easily distracted by background noise or visual stimulation;

- Has trouble understanding or following oral or written multiple step directions;

- Confuses similar letters such as b and d, p and g, or words was for saw;

- Confuses similar numbers such as 3 and 8, or 6 and 9, or changes the sequence such as 14 and 41; has difficulty copying or working in columns;

- Inconsistent between verbal and written performance;

- Poor organizational skills in written assignments, daily schedules, handouts and notes;

- Often late to class, early or late to appointments, unable to finish tasks in given time period, or rushes to complete before time allotted;

- Negative feelings about self and school and signs of frustration;

- Unrealistic self-expectations;

- Problems distinguishing the difference between sincere and sarcastic remarks or unable to recognize other subtle changes in tone of voice.

SUGGESTIONS FOR HELPING ALL STUDENTS SUCCEED IN THE CLASSROOM

1. Provide students with a detailed course syllabus.

2. Clearly spell out expectations before course begins (grading, material to be covered, due dates).

3. Start each class session with a review of previous material and an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.

4. Speak directly to students, and use gestures and natural expressions to convey further meaning.

5. Present new or technical vocabulary on the blackboard or use a student handbook.

6. Give assignments both orally and in written form to avoid confusion.

7. Announce reading assignments well in advance for students who are using taped materials.

8. Facilitate use of tape recorders for notetaking by allowing student to tape lectures.

9. Provide study questions for exams that demonstrate the format, as well as the content, of the test. Explain what constitutes a good answer and why.

10. If necessary, allow LD students to demonstrate mastery of course material using alternative methods (extended time limits for testing, oral exams, taped exam, individually proctored exams in a separate room.)

11. Permit use of simple calculators, scratch paper, and speller's dictionaries during exams.

12. Provide adequate opportunities for questions and answers, including review sessions.

13. If possible, select a textbook with an accompanying study guide for optional student use.

14. Encourage students to use campus support services.

ACADEMIC ACCOMMODATIONS

The academic accommodations the learning disabled student receives depends on the specific disability of the student.

Common Academic Accommodations-
- to receive textbooks on tape
- to have a notetaker
- to record class lectures
- to use a computer to word process all written work
- to receive extended test time
- to have a test read
- to have a scribe for a test
- to have an interpreter in class (hearing-impaired only)
- to use a speller for written work
- to use a brailler (sight-impaired only)
- to have an alternative testing site

HOW DOES AN INSTRUCTOR REFER A STUDENT TO SUPPORT SERVICES?

1. Talk privately with the student to discuss and confirm your observation.

2. Explain that IVCC has a support services program. Describe the services available and encourage them to contact the Special Needs Coordinator.

3. Contact the Special Needs Coordinator yourself to follow-up on your referral.

4. If you are in doubt, discuss the student with the Special Needs Coordinator before making a suggestion to the student.

5. Follow-up with the student to see if he/she has contacted the Special Needs Coordinator.

SCOTOPIC SENSITIVITY SYNDROME

Scotopic Sensitivity Syndrome is a perceptual dysfunction affecting reading and writing based activities. Individuals with SSS put more energy and effort into the reading process because they are inefficient readers who see the printed page differently from the proficient reader.

General Reading Characteristics
- read in dim lighting
- skip words or lines
- slow and hesitant reading
- poor reading comprehension
- slow reading rate
- inability to read continuously
- misreading words
- trouble tracking or keeping place
- avoidance of reading.

Complaints While Reading
- general strain or fatigue
- headaches or nausea
- drowsiness
- eye strain
- indistinct print
- uncomfortably bright background

General Writing Characteristics
- writing up or downhill
- unequal spacing
- errors when copying
- inconsistent spelling

General Math Characteristics
- sloppy, careless errors
- misaligned numbers in columns

IVCC screens students who appear to have scotopic sensitivity syndrome. Refer all possible screening candidates to the Reading, Writing, and Study Skills Lab - Extension 433.

CURRICULUM COMMITTEE

PROCEDURAL GUIDELINES: PROGRAMS/COURSE APPROVAL, MODIFICATION/DELETION OF AN EXISTING COURSE OR PROGRAM

1. Division Chairpersons will prepare course approval forms, program approval forms will be prepared cooperatively with the Dean of Instruction. Action on requests for approval will be delayed pending the submission of complete request forms.

2. If a faculty member wishes to introduce a course change or a major revision of an existing course and his request is denied by the respective Division Chairperson, the faculty members, after conferring with the Dean of Instruction, will have the opportunity to discuss the new course or proposed change with the committee.

3. The completed program/course approval forms must be submitted to the Dean of Instruction in advance of the proposed initiation date. The Dean of Instruction will study the proposal(s) and;
   A. Refer it to the Division Chairperson with questions. or
   B. Distribute the proposal to the members of the Curriculum Committee.

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4. Proposals to be acted on by the Curriculum Committee will be distributed in advance of scheduled meetings. Action will not be taken unless there has been sufficient time for deliberation. When possible, committee action on modification/selection requests will take place immediately. Committee action on programs/course approval requests will take place the second meeting after the introduction of the requests for action (informational purposes, first presentation, second presentation.)

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5. The individual responsible for preparing the proposal will review the proposal with the entire Curriculum Committee.

6. It will be necessary for a **Quorum** of the Curriculum Committee to be present to conduct business. A quorum shall consist of two-thirds of the voting members. The voting members include the Dean of Instruction, Dean of Student Services, Associate Dean of Career Education, Dean of Continuing Education, Dean of Business Services, Division Chairpersons, four faculty representatives, one counselor, and two students selected by the Student Senate, one student to be enrolled in a baccalaureate-oriented program and one student to be enrolled in other than a baccalaureate-oriented program.

7. Program and course approval necessitates a majority of the voting members present of the Curriculum Committee.

8. The Chairperson in the division in which a new course is added or deleted is responsible for updating the course syllabus filed in the Dean of Instruction's office.

9. Changes in existing courses and new courses approved by the Curriculum Committee will be initiated with the concurrence of the President and the approval of Illinois Community College Board Form 15.

10. New programs of instruction recommended by the Curriculum Committee will be initiated following the concurrence of the President, the Board of District 513, the Illinois Community College Board, and the Board of Higher Education. Generally when actions of the Curriculum Committee require the approval of the President, the Board of District 513, the Illinois Community College Board, and the Board of Higher Education, requests should be submitted six months in advance of the purposed initiation date.

PROCEDURES: NEW COURSE APPROVAL

1. Division Chairpersons will prepare course approval forms.

2. The completed course approval form must be submitted to the Dean of Instruction in time so that the proposed initiation date can be implemented.

3. The Dean of Instruction will study the proposal and,

   A. Refer it to the Division Chairperson with questions, or
   B. Introduce the application to the Curriculum Standards Committee.

4. The Division Chairperson submitting the proposal will review the proposal with the entire Curriculum and Academic Standards Committee.

5. It will be necessary for a quorum of the Curriculum and Academic Standards Committee to be present to conduct business. A quorum shall consist of two-thirds of the voting members. The voting members include the Dean of Instruction, Dean of Student Development, Associate Dean of Instruction and Career Education, Division Chairpersons, four faculty representatives, and two students elected by the Student Senate (one student to be enrolled in a baccalaureate-oriented program and one student to be enrolled in other than a baccalaureate-oriented program.)

6. A recommendation for course approval necessitates a majority concurrence of the voting members present at the Curriculum and Academic Standards Committee.

7. The recommendation of approval is submitted to the President of the College for his acceptance and appropriate action to implement the approved course. If the President rejects the recommendation of the Curriculum and Academic Standards Committee he will return the recommendation with reasons for rejection.

POLICY - DETERMINING SEMESTER CREDIT HOURS

1. Based on the rationale that students generally spend a minimum of two hours of study for each hour spent in lecture or in seminar discussion, each lecture or seminar hour per week per semester shall be equated to one semester credit hour.

2. In laboratory courses requiring either a minimum or no outside of class preparation, three hours of laboratory per week per semester shall be equated to one semester credit hour.

3. In laboratory courses requiring an additional hour of preparation or data analysis outside of class, two hours of laboratory per week per semester shall be equated to one semester credit hour.

4. For courses scheduled with students participating in internships, clinical-internship, work experience, work oriented instruction, one semester hour credit shall be equated for 75 contact hours. Persons in such study would normally be spending no less than 5 contact hours per week for a minimum of 15 weeks for each semester credit hour earned.

5. In accord with the guidelines enumerated in this policy, credit hours are determined individually for each course by the division offering the course subject to approval by the Curriculum and Academic Standards Committee and the college President.

COURSE SYLLABI

Syllabi for all courses are to be kept on file in the Office of the Dean of Instruction. Divisional syllabi are also kept in the Division Chairpersons' offices.

Both forms may be obtained from Division Chairpersons or from the Dean of Instruction.

DEFINING QUALITY INSTRUCTION

Quality instruction is defined in the literature in a number of ways. Quality evolves out of highly qualified, competent and strongly motivated teachers as a baseline. The following are a few "effective teacher characteristics" that have been defined by teachers who were first identified as "exemplary."

This section of the Handbook is presented as a stimulus for teachers to gleam some ideas of what works for some of their colleagues in the goal of improving instruction. That is, after all, a priority goal for each teacher and administrator at Illinois Valley Community College.

I. DEFINING "EFFECTIVE CHARACTERISTICS" OF TEACHERS

The definition of what effective teacher characteristics are is very illusive in the literature. There are a number of student evaluation of instructor forms that identify some areas of a job performance expected of faculty members in the classroom. The City Colleges of Chicago, Illinois, posed several questions to 30 "exemplary" teachers to find out what were the effective characteristics of these teachers (Guskey and Easton, 1983, p. 3-4). The results of their study is outlined as follows:

1. All of them were highly organized, planned carefully, had unambiguous objectives and high expectations for their students. Each class had a clear design:
   (a) an introduction at the beginning;
   (b) a summary at the end; and
   (c) a clear sequence of development in between.

2. All of them emphasized the importance of expressing positive regard for their students:
   (a) Most used some time during their first class session to become familiar with their students and continued to exchange personal information throughout the semester.

3. They had an emphasis on encouraging student participation:
   (a) They consistently asked questions during class to stimulate involvement.
   (b) They also monitored student participation at frequent intervals to gain information as to whether the class was going well or if a change was needed.

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4. In addition, they strongly emphasized the importance of providing students with regular feedback on their learning and rewarding learning successes.
   (a) Feedback was generally provided through written comments on tests or papers.
   (b) They frequently asked their students to see them after class to discuss learning problems.
   (c) Written comments were also used to praise students' efforts and to make special note of improvements.

Reich (1983, p. 36) in explaining her excitement about why she continues to enjoy teaching says "I teach with students." She goes on to say that "although I am still concerned with content, I also see that if students don't understand it, I am getting through the material only for my benefit." She also sees the most exciting phase in teaching as being "the gap between what the teacher teaches and what the student learns...that is where the unpredictable transformation takes place, the transformation that means we are human beings, creating and defining our own world, and not objects, passive and defined." Reich projects a humanistic element into the core of her teaching which makes teaching for her "the practice of what it means to be human."

In describing the full-time faculty evaluation system at North County Community College, Poole and Dellow (1983) use the following indices as measures of teacher effectiveness:

1. Motivating students toward superior achievement within his or her courses;

2. Generating an enthusiasm in and establishing rapport with students;

3. Presenting material in an orderly and preplanned method compatible with the stated objectives of the course. The level and intensity of the instruction should be compatible with course and curriculum objectives;

4. Making maximum use of library resources, audio-visual aids, laboratory equipment, and so on;

5. Using a variety of teaching techniques to achieve the desired objectives;

6. Evaluating student performance adequately and equitably within the framework of the defined grading policy of the college;

7. Keeping course materials, including textbook selection and reference reading lists, up to date;

8. Providing sufficient time to assist students on an individual basis and encouraging students to take advantage of such assistance;

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9. Providing instruction in such a way that it is effective to the greatest possible number of people.

There are some peer evaluation sample forms that have been developed to assess what have been determined to be criteria for good instruction in the classroom. Centra (1979) has presented a "Faculty Colleague Evaluation Questionnaire" that allows peers to evaluate those criteria that go beyond the classroom in university overall job evaluation. The questionnaire reviews such items as (1) research activity and recognition, (2) intellectual breadth, (3) participation in the academic community, (4) associated professional activities, and (5) public service or consulting. While this book is not presenting a case for self, peer, or student evaluations, there are certain elements in all of the tools used in these systems that are supposed to point to superior teaching if checked at the highest response levels on the forms.

II. TEACHING FORMATS

Wilkinson (1982) outlines the various types of teaching formats that take place. He suggests the three principal ones as the lecture, the laboratory session or field trip and the discussion class. In describing the lecture, he points to the amount of material that can be conveyed "efficiently and memorably to a large number of listeners," as one of its major attributes. Logical order and careful placement of material are seen as offering students a model on how to subdivide material and arrange it intelligibly. Wilkinson also feels that a lecturer can create excitement, curiosity, and appreciation for an area of specialized concern if he or she "conveys a spirit of excitement" (p. 4).

He points out that some small classes might be taught through discussion only. The greatest risk in such a format can be a lack of structure and organization. If discussion is able to lead into "meandering conversation full of intriguing tangents and autobiographical asides," he says it can "cease to lead to anywhere at all" (p. 7).

How effective any of the three teaching formats are for students is entirely dependent upon who is involved in the delivery of any one of the formats. It is here that some type of evaluation can help determine the degree of effectiveness. Centra (1979) points out that very little improvement can be expected by occasional observations by either colleagues or administrators if they "do not know what to look for or who may not be particularly effective teachers themselves" (p. 84).

In his review of the importance of the first class meeting between instructors and students, Wolcowitz (1982) points to several key points of significance for students:

1. It fulfills the obligation to tell students what to expect in the course (content and mechanics).

2. It also sets the atmosphere for the entire term.

3. The "student-teacher contract" comes out in the opening session in either the written course syllabus and/or in statements by the instructor.

Wolcowitz suggests that effective teaching "requires recognizing that the class is composed of individuals, each arriving with a different background and a different set of goals" (p. 11).

Other first class points of significance outlined are that:

4. The instructor should tell the students as specifically as possible what material will be covered in the course and why.

5. A well-constructed syllabus that outlines the major and minor subdivisions serves as a framework for students to organize their thoughts about the course.

6. The instructor should try to convey enthusiasm about the course material, as well as provide information.

7. The workload: students need to assess the amount of time involved for a course (length of the reading list; number and timing of exams and papers; how grades will be computed).

8. Students also want to know how to prepare for class and whether they should come to class if they are not prepared.

9. The standard operating procedures of the class should be established (time class begins; acceptability of asking questions; amount of time to be devoted to lecture, discussion; etc.).

Wolcowitz summarizes these issues by showing that the thing they all have in common is the role each one plays in "defining the atmosphere that the instructor would like to create in the classroom" (pp. 11-14).

How important is it for an instructor to know his or her students? Wolcowitz suggests that at "the most basic level, instructors should learn the names of their students." He says that "students generally work harder and respond in a more positive way if they believe the instructor views them as individuals rather than anonymous faces in a crowd" (p. 19).

Some of the items of information he feels are basic to knowing students that should be collected early as follows (p. 20):

1. The student's year in college.

2. The student's field of concentration.

3. Other courses taken in the field and in related fields.

4. Other courses the student is taking that term.

5. Job experience.

6. Why the student is taking the course.

He also suggests a "preliminary written exercise" as another data gathering device. This description of the need to know the students coming to an instructor's classes was also highlighted earlier under point 2 by the "exemplary" teachers in the Chicago system who, as a group, emphasized "the importance of expressing positive regard for their students" (p. 3).

It would appear that no matter what teaching format is used, lecture, discussion, or laboratory, a much higher degree of success is expected with faculty knowing their students early and utilizing such knowledge in future interchanges throughout the semester or term.

Evertson and Holley (1981) point to some of the dynamics that can be observed in the classroom and are not available from any other source: classroom climate, rapport, interaction, and functioning of the classroom (p. 90).

III. THE ROLE OF FACULTY CLASSROOM ORGANIZATION

An administrative evaluation system needs to consider the various instructional components that can be assessed. The above material suggests that a quality hiring process precedes all other aspects of faculty evaluation. The type of class format, important aspects of the initial class, and knowledge of the students are all observable behaviors that can be evaluated by administrative evaluators. The organization of the material to be presented in a course is another vital aspect in the description of the strawperson of excellent instruction.

Diamond, Sharp, and Ory (1978) in the development of an "observational guide" for peer or colleague evaluation list the following points in relation to organization of the content and the instructor's clarity of presentation:

Organization of the Content

Logical sequence of topics

Pace of the lecture, discussion topics

Provision of summaries and synthesis

Appropriate use of class time

Instructor's Clarity of Presentation

Definition of new terms, concepts, and principles

Relevance of examples

Relationship to lab and discussion group assignments

The same authors have developed a rating scale for either self-evaluation or peer evaluation relative to the important aspects of a classroom presentation. The following is taken from the rating scale in the area of organization of content:

Introductory Portion

1. Stated the purpose of the lecture.

2. Presented a brief overview of the lecture content.

3. Stated a problem to be solved or discussed during the lecture.

4. Made explicit the relationship between today's and the previous lecture.

Body of Lecture

5. Arranged and discussed the content in a systematic and organized fashion that was made explicit to the students.

6. Asked questions periodically to determine whether too much or too little information was being presented.

7. Presented information at an appropriate level of "abstractness."

8. Presented examples to clarify very abstract and difficult ideas.

9. Explicitly state the relationships among various ideas in the lecture.

Conclusion of Lecture

11. Summarized the main ideas in the lecture.

12. Solved or otherwise dealt with any problems deliberately raised during the lecture.

13. Related the day's lecture to upcoming presentations.

14. Restated what students were expected to gain from the lecture material.

The introduction, body, and conclusion of a lecture or other type of class points to a very definite and organized approach to the presentation of the material. It calls for pre-classroom work on the part of the instructor. It also shows a "forward movement" which reviews the past presentation and transcends into what is expected next in an upcoming lecture.

Dubrow and Wilkinson (1982) point to the need to "chart your itinerary." They quote Gilbert Highnet who had written that "the lecturer must know exactly what points he wishes to tell his audience, in what order, and with what emphasis." They suggest that "all but the most experienced and most accomplished lecturer must come equipped with notes: a detailed outline, with the major points and transitions between them set out legibly, is all that is really required" (p. 29).

IV. EXAMINATION EXPECTATIONS

It was stated earlier that an instructor should make known his or her number and timing of exams and the coverage each one will have. These should be included in the instructor's syllabus which is passed out the first day of class. Dubrow and Wilkinson suggest that students are generally pleased to have review sessions shortly before exams are given. They also appreciate a general description of the types of questions, how many, etc., that will be on the exam.

Nash (1982) puts the focus of the student in the fore-front in relationship to both the teaching process in total and the testing process more specifically:

A class, in which the professor lectures for the entire semester and evaluates student performance at the end through a paper and exam, holds the student's academic role in suspense for rather a long period of time, and offers almost no acknowledgement of the student in the classroom. Hence if the student's learning evolves, only the student knows this. (p. 79).

He also states that "at its worst, it uncovers problems only after it is too late to correct them" (p. 79).

In his discussion on grading and evaluation, Jedrey (1982) emphasizes that the material to be tested on is to be "clearly delineated for the students." He goes on to suggest that students can only prepare properly for an examination if they know if it is to be a comprehensive one or will only include new material since the last exam.

In correcting exams, Jedrey says "you should at least point out major errors of fact and reasoning, note good points, and provide a coherent assessment at the end. The comments should praise and encourage as well as criticize, and should make clear the reason for the grade" (p. 110).

Baker (1983) points out the importance of feedback to students who are moving toward a goal.

V. THE USE OF QUESTIONING

Kasulis (1982) says that "skillful discussion leaders use questioning in such a way that they seldom have to lecture; they become part of the medium of the discussion" (p. 48). Not all faculty will achieve this level of skill but there are some guides that should improve questioning as a technique in the classroom for most faculty. The first is to see their students as individuals as mentioned above. Kasulis says that such a focus will allow the faculty ember to call on students at appropriate times, that is, "at the interesting moment when the individual's perspective would be the most relevant to the progress of the discussion" (p. 41).

In returning to Diamond, Sharp, and Ory's (1978) "self review" guide, the following items are listed to aid in evaluating good questioning techniques in a classroom:

Questioning Ability

1. Asked questions to see what the students knew about the lecture topic.
2. Addressed questions to individual students as well as to the group at large.
3. Used rhetorical questions to gain student's attention.
4. Paused after all questions to allow students time to think of an answer.
5. Encouraged students to answer difficult questions by providing cues or rephrasing.
6. When necessary, asked students to clarify their questions.
7. Asked proving questions if a student's answer was incomplete or superficial.
8. Repeated answers when necessary so the entire class could hear.
9. Received student questions politely and when possible enthusiastically.
10. Refrained from answering questions when unsure of a correct response.
11. Requested that very difficulty, time-consuming questions of limited interest be discussed before or after class or during office hours.

The above items taken from the self-evaluation check list can also be used by administrative evaluators when evaluating a classroom presentation that calls for questioning.

VI. SUMMARY

Developing a "strawperson" as a guide to effective evaluation of instruction by administrators is a must. Without such a guide, evaluation takes on a random, unstructured, ineffective look. The "strawperson" which the author attempted to pull together in this chapter provides a summary of some of the qualities and attributes usually given to excellent instructors. The chapter has not been designed to point the reader to one set of criteria for excellence in instruction, but rather to point out that there are many places that quality factors for instructors can be found. The Harvard-Danforth Center for Teaching and Learning and the Center for Improvement of Teaching and Learning of the City Colleges of Chicago are two such sources.

Both student and peer evaluation tools can be reviewed to find those characteristics that have been used to find the strongest traits that teachers have. Some of these forms have been well developed by university research personnel in the field of faculty evaluation. They can give an administrative evaluation program some very effective check points to use in classroom evaluations.

Administrators must enter the field of faculty evaluation open minded. While they may have been very effective faculty member utilizing specific teaching methodologies, they must develop an objectivity to other methods. Only by developing such an objectivity will they be able to properly assess other teaching methodologies used successfully by other faculty.

Andrews, H. (1985). Evaluating for Excellence. New Forums Press, Stillwater, pp. 4-14.

AMERICAN FEDERATION OF TEACHERS
LOCAL 1810

Local 1810 of the American Federation of Teachers is the exclusive bargaining agent for the IVCC faculty with the Board of Trustees of District 513. The Federation is recognized by the Board as the bargaining agent in the following areas: salary, sick leave, personal leave, hospitalization and insurance, sabbatical leave, tenure, grievance procedure, the number of lesson preparations, class size in relation to the teaching situation, contact hours, and seniority in special assignments. Since it was first recognized by the Board in the spring of 1968, the Federation's position as bargaining agent is continually renewed.

Though membership in the Federation is not mandatory, the Federation negotiates for the entire faculty in all areas indicated. Staff members not covered by the Board-Federation Agreement include: the President, Dean of Instruction, Dean of Student Services, Dean of Business Services, Associate Dean of Career Education, Dean of Continuing Education, and other non-teaching administrative personnel. The Federation holds meetings to handle its general affairs. Advance notice is distributed through faculty mailboxes.

Local 1810 was established in the fall of 1967, the college's first full year of independent operation, with an eye to an orderly relationship between the Board and the faculty in professional matters. The written agreement between the Board and the Federation provides a security for both the faculty and Board with respect to their mutual rights and obligations. The agreement is subject to review and negotiations.

AFFIRMATIVE ACTION PROGRAM

Illinois Valley Community College, Oglesby, Illinois, endorses and implements a policy for equal employment opportunity for all individuals regardless of race, color, religion, national origin, sex or age. Affirmative action is taken to insure that this policy is enforced in all phases of the College operation and its maintenance.

In accordance with Federal Law, Illinois Valley Community College attempts to comply with the policy or equal employment opportunity for all its employees. Discrimination on the grounds of race, color, religion, national origin, sex or age in any area of the College is prohibited. The institution makes every attempt to comply with the guidelines of Federal Executive Orders #11246 and #11375. Additionally, every effort is made to provide a balanced representation of employees on the staff; i.e., a composition of the citizenry of the area served by the college.

RESPONSIBILITY FOR THE AFFIRMATIVE ACTION PROGRAM

In general, all college employees are responsible for the implementation of the Affirmative Action Program in terms of observing and reporting problem areas, formulating goals and

policies, and participation in activities to improve the employment opportunities of women and minority groups. The ultimate responsibility for this policy rests with the President as chief executive officer of the college; however, he has assigned this responsibility to the Dean of Student Development, who will administer the Affirmative Action Policy. In this capacity, the Dean of Student Development will receive complaits and cooperate with college officials to insure the complete implementation of the program.

IMPLEMENTATION OF THE POLICY

Discrimination against any individual at Illinois Valley Community College for the reasons of race, color, religion, national origin, sex or age is prohibited. In effecting this policy, equal employment opportunity shall be promoted in all areas of the college including the recruitment and admission of students. Employment selection policies will be reviewed on a regular basis to insure that such policies are kept current and are not discriminatory in any manner. Job descriptions are in effect for each employee position, and openings are available to members of either sex.

No employee shall be terminated on the basis of race, color, religion, national origin, sex or age, unless otherwise specified by college policy.

The college is maintained on a non-segregated basis. Compensation and fringe benefit programs are administered without regard to race, color, religion, national origin, sex, or age.

In-service training programs offered by the college are made available to all employees on a non-discriminatory basis, and employees are encouraged to update their skills in college offered programs.

DISSEMINATION OF THE POLICY

The Affirmative Action Policy of Illinois Valley Community College is disseminated in the following manner:

1. It is provided to all employees at all levels.

2. It is provided to individuals involved in personnel employment, training, promotion, and termination.

3. The policy is included in the in-service training provided for employees.

4. The Equal Employment Opportunity statement is incorporated in the following publications and forms: purchase orders, leases, construction contracts, purchasing guidelines, college catalog, faculty handbook, clerical staff policy, and other publications where it is necessary.

5. Listings of job vacancies at Illinois Valley Community College include the Equal Employment Opportunity Statement.

6. Personnel at Illinois Valley Community College are encouraged to communicate to persons and organizations outside the college community that the college is an Equal Opportunity Employer and that discrimination is prohibited on the basis of race, color, religion, national origin, sex or age.

APPENDIXES

A - Evaluation Form For Faculty, Assistants to Instruction, and Counselors 57

B - Board Policy and Procedures - Evaluation of Faculty, Assistants to Instruction, and Counselors: Tenured, Non-Tenured and Part-Time 62

C - Non-Tenured Evaluation Procedures 67

D - Student Course Outlines 71

E - Faculty Course Approval Form 89

F - Summer School Request for Teaching 90

G - Application for Travel 91

H - Changing or Adding Hardback Textbooks; Changing or Adding Paperback Textbooks 92

I - Approval Form for "Individual Faculty Competencies and Qualifications;" "New Competence and/or Additional Qualifications for Faculty" 96

J - Report of Absence of Instructor from Class 98

APPENDIX A

ILLINOIS VALLEY COMMUNITY COLLEGE

EVALUATION FORM FOR FACULTY,
ASSISTANTS TO INSTRUCTION, AND COUNSELORS

____ Tenured
____ Non-Tenured
____ Part-Time

NAME OF PERSON EVALUATED: _____

DATE: _____ BUILDING/ROOM NUMBER: _____

CLASS, LAB, COUNSELING SESSION OBSERVED: _____

NAME OF SUPERVISOR MAKING EVALUATION: _____

1. What evidence is there that the person is or is not prepared for this class, lab, or counseling activity?

   COMMENTS:

2. Is there evidence that there is appropriate homework, class participation, and other expectations of the students?

   COMMENTS:

3. Does the person use good teaching/counseling techniques and provide a good learning environment?

   COMMENTS:

4. Does the person demonstrate an adequate knowledge of the subject activity or skill?

   COMMENTS:

5. Is the discussion or activity germane to the course syllabus?

   COMMENTS:

6. What evidence is there that the course syllabus will be completed as required?

   COMMENTS:

7. Does the person evaluate student progress on a regular basis?

   COMMENTS:

8. Was sound use of testing and review techniques used where appropriate?

   COMMENTS:

9. Are grading standards observed to be of a level expected for college?

COMMENTS:

10. Does the person have a meaningful interaction with the students.

COMMENTS:

11. How has the person encouraged student participation in the class?

COMMENTS:

12. Is the person able "to get materials across" and to answer student questions clearly?

COMMENTS:

13. Does the person use appropriate audio-visual materials in the classroom/activity?

COMMENTS:

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OTHER PROFESSIONAL RESPONSIBILITIES

1. Does the person maintain attendance records as required by the college and I.C.C.B.?

   COMMENTS:

2. Does the person attend and participate in faculty meetings, division meetings, and college committees?

   COMMENTS:

3. Does the person maintain required office hours?

   COMMENTS:

4. Does the person keep current on the latest developments in his/her field of study?

   COMMENTS:

5. Does the person exhibit a positive working relationship with colleagues and the administration?

   COMMENTS:

6. Does the person keep course syllabi, college, and state reports updated and completed on time.

   COMMENTS:

SUMMARY EVALUATION STATEMENTS AND
RECOMMENDATIONS FOR IMPROVEMENTS

- - - -

APPENDIX B

BOARD POLICY - EVALUATION OF FACULTY, ASSISTANTS TO INSTRUCTION, AND COUNSELORS: TENURED, NON-TENURED AND PART-TIME

It is the policy of the Board of Trustees that all faculty of the college shall be evaluated by their supervisors in order to assure that quality in instruction, other professional duties, and in professional conduct is maintained.

Procedures for evaluation will be developed and published in the Faculty Handbook which will be appproved by the Board of Trustees each time the Faculty Handbook is updated.

Persons to be covered by the above mentioned evaluation procedures will be: (1) tenured faculty; (2) non-tenured faculty; (3) part-time faculty; (4) counselors; and (5) assistants to instruction.

The ultimate decision as to the granting or denying of tenure or the dismissal of a tenured teacher rests with the Board of Trustees. The evaluation procedures provide a means of obtaining information from which to make its decision.

TENURED EVALUATIONS

Procedures for the Evaluation of All Full-Time Tenured Faculty, Assistants to Instruction, and Counselors

It is the responsibility of the college administration to implement the following procedures which will provide for the evaluation of all tenured faculty, assistants to instruction, and counselors:

1. The Division Chairpersons and Dean of Instruction (or his representative) will evaluate classes or labs of each tenured instructor and/or assistant to instruction in the college and complete the faculty evaluation form.

2. The Dean of Student Development will evaluate counseling sessions, career workshops, classes or seminars of tenured counselors.

3. The Division Chairpersons, Dean of Instruction (or his representative), or Dean of Student Development (for counselors) will also evaluate all other aspects of the jobs to be performed by faculty, assistants to instruction, and counselors. The criteria that will be used in the evaluation process in addition to classroom or other formal activity (depending upon an instructor's teaching assignment and/or a counselor's assignments) will include where applicable:

   A. Advisory committee work in programs.

   B. Maintaining curriculum, course updates, and revisions.

   C. College committee work.

   D. Maintaining records as required by law, college policy, and administrative regulations.

   E. Maintaining scheduled office hours.

   F. Attending and participating in faculty and division meetings.

   G. Attending local, state, and regional professional meetings and/or participating in other forms of professional upgrading.

   H. Maintaining proper controls on and maintenance of tools, equipment, and supplies under one's area of responsibility.

   I. Performing professional job-related duties as assigned by the administration in accordance with college policies and practices.

   J. Assisting in upholding and enforcing college rules and administrative regulations.

   K. Providing public performances and displays in such areas as music, speech, theatre, art, and reader's theatre.

   L. Providing students with co-curricular activities in such areas as athletics, field trips, and occupationally related clubs.

M. Providing timely and complete reports required for D.A.V.T.E., I.C.C.B., North Central, Special Accreditation Associations, and the Board of Higher Education.

N. Disseminating program information to area students through (1) high school visitations, (2) college nights, (3) college open houses, and (4) invitations to high school faculty and students to the campus.

O. Providing an atmosphere of cooperation with administrations.

P. Insubordination is considered a very serious offense.

4. A formal evaluation conference with the Division Chairperson, Dean of Instruction (or Dean of Student Development for counselors) and the faculty member will be held within a reasonable time period following a classroom visitation and/or evaluation filed on the other job performance criteria that are outlined above. The conference shall be an open discussion held within 1 to 5 working days following such evaluation.

5. A faculty member, assistant to instruction, or counselor will be apprised of any defects and/or deficiencies in his/her performance as discovered in the formal evaluation process. The person evaluated will be advised to take appropriate action to remediate the defects/ deficiencies cited.

6. Remedial action may be prescribed by administrator(s) to involve the instructor in such activities as follows: developing daily course outlines; publishing and disseminating daily course objectives to students; disseminating course requirements and grading system to students; visiting other instructor's classes; consulting other professionals in the same field (on-campus or at other colleges and universities); course work or readings in methods of teaching, psychology of learning; participating in professional workshops or meetings; improving testing and grading practices; providing written daily objectives and methods of instruction; improving supervision of laboratory students and/or maintaining equipment and supplies (assistants to instruction); attending articulation meetings with an agency and/or college and university (counselors); properly preparing an orientation talk or career decision making seminar or keeping

current on articulation matters with senior colleges (counselors); updating syllabus; attending meetings as required; etc.

7. All tenured faculty, assistants to instruction, and counselors will be formally evaluated a minimum of twice during any five year period following election to tenure. (Formal evaluations will be administered as often as is deemed necessary for those persons who have been found to have defects and/or deficiencies in their work that needs follow-up attention).

8. All evaluation visits will be made unannounced. (This does not preclude a faculty person from inviting an administrator into a class for an informal visitation or for administrators making an occasional announced visitation.)

9. Faculty, assistants to instruction, and counselors who continue to display the same defects and deficiencies after several formal evaluations and conferences with appropriate administrators will be considered for more severe remediation steps. If such steps are deemed necessary, the appropriate Dean will recommend to the college president that the Board of Trustees be notified of the continuing defects and deficiencies in the person's work performance. The Dean will ask that a recommendation of a formal notice to remedy said defects and deficiencies be made known to the person by the Board of Trustees.

10. A review of the defects and deficiencies cited by the Board of Trustees to the person affected will be conducted by the appropriate college Dean and other administrative persons involved. A written statement of disagreement with the evaluation may be filed by the person being evaluated.

11. Formal evaluation of the deficiencies will continue until such time as the defects and/or deficiencies are remediated to the satisfaction of the administrative personnel involved or until it is determined that a recommendation to dismiss the person involved should be made to the Board of Trustees.

12. This evaluation procedure recognizes that only the Board of Trustees has the authority by law to dismiss a tenured faculty member for cause in accordance with the Community College Tenure Act of 1980.

13. All written evaluations of tenured staff shall be kept on file.

14. If a dismissal of a tenured staff member (as named in this section) is sought, the Board of Trustees will follow requirements in the Community College Tenure Act, Ill. Rev. Stat. Chap. 122, Paragraph 103B-4, "Dismissal of Tenured Faculty Member for Cause." Nothing in this policy, or other policies, shall be construed so as to abridge the rights of the Board of Trustees pursuant to Ill. Rev. Stat. Chap. 122, Paragraph 103B-5, "Reduction in Number of Faculty Members."

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APPENDIX C

NON-TENURED EVALUATION

Procedures for the Evaluation of All Full-Time Non-Tenured Faculty, Assistants to Instruction, and Counselors

It is the responsibility of the college administration to implement the following procedures which will privide for the evaluation of all full-time non-tenured faculty, assistants to instruction, and counselors:

1. The Division Chairpersons, Dean of Instruction (or his representative) will evaluate classes or labs of each non-tenured instructor and/or assistant to instruction in the college.

2. The Dean of Student Development will evaluate counseling sessions, career workshops, classes or seminars of nontenured counselors.

3. The Division Chairpersons, Dean of Instruction (or his representative), or Dean of Student Development (for counselors) will also evaluate all other aspects of the jobs to be performed by faculty, assistants to instruction, and counselors. The criteria that will be used in the evaluation process in addition to classroom or other formal activity (depending upon an instructor's teaching assignment and/or a counselor's assignments) will include:

   A. Advisory committee work in programs.

   B. Maintaining curriculum, course updates, and revisions.

   C. College committee work.

   D. Maintaining records as required by law, college policy, and administrative regulations.

   E. Maintaining scheduled office hours.

   F. Attending and participating in faculty and division meetings.

G. Attending local, state, and regional professional meetings and/or participating in other forms of professional upgrading.

H. Maintaining proper controls on and maintenance of tools, equipment, and supplies under one's area of responsibility.

I. Performing related duties as assigned by the administration in accordance with college policies and practices.

J. Assisting in upholding and enforcing college rules and administrative regulations.

K. Providing public performances and displays in such areas as music, speech, theatre, art, and reader's theatre; such performances and displays provide the competitiveness and appreciation necessary for students to compete at the senior college level.

L. Providing students with co-curricular activities in such areas as athletics, field trips, and occupationally related clubs.

M. Providing timely and complete reports required for D.A.V.T.E., I.C.C.B., North Central, Special Accreditation Associations, and the Board of Higher Education.

N. Disseminating program information: (1) recruitment of area students through high school visitations, college nights, college open houses, and (2) invitations to high school faculty and students to the campus.

O. Providing an atmosphere of cooperation with administrations; insubordination is considered a very serious offense.

4. A formal evaluation conference with the Division Chairperson, Dean of Instruction (or Dean of Student Development for counselors) and the faculty member will be held within a reasonable time period following a classroom visitation and/or evaluation filed on the other job performance criteria that are outlined above. The conference should be held within 1 to 5 working days following such evaluation.

5. A faculty member, assistant to instruction, or counselor will be appraised of any defects and/or deficiencies in his/her performance as discovered in the formal evaluation process. The person evaluated will be advised to take appropriate action to remediate the defects/ deficiencies cited.

6. Staff members hired with less than the appropriate minimum qualifications as outlined in the college's Minimum Qualifications Handbook should satisfy these requirements within a one to three year period as required by the supervisors and outlined to the staff members when hired. Failure to meet these standards may lead to dismissal of the non-tenured staff member.

7. Division Chairpersons will evaluate non-tenured staff a minimum of twicwe a semester during the first year of employment.

8. Division Chairpersons will evaluate non-tenured staff a minimum of once a semester during the second and third years of employment or until tenure is conferred.

9. The Dean of Instruction, or his representative, will evaluate non-tenured staff no less than one a year as a minimum.

10. All evaluation visits will be made anannounced to the staff member involved.

11. Any faculty member, assistant to instruction, or counselor who has been employed in the college for a period of three (3) successful consecutive school years whall be eligible for tenure. Recommendations for tenure will be made by the Division Chairperson in consultation with the Dean of Instruction to the college President. The Dean of Student Development will recommend tenure to the college President for counselors.

12. The President will review recommendations for tenure and make his recommendation to the Board of Trustees.

13. This evaluation procedure recognizes that only the Board of Trustees has the authority by law to confer tenure.

14. The Board of Trustees may, however, at its option, extend such period (non-tenure) for one additional school year by giving the

faculty member notice not later than 60 days before the end of the school year or term during the shool year or term immediately preceding the school year or term inwhich tenure would otherwise be conferred. Such notice will state the corrective actions which the staff member should take to satisfactorily complete service requirements for tenure. The specific reasons for the one year extension shall be confidential but shall be issued to the teacher upon reuqest.

15. If the implementation of the above formal evaluation system results in a dicision to dismiss a non-entured staff member (as named in this section) for the ensuing school year or term, the Board of Trustees shall give notice thereof to the faculty member not later than 60 days before the end of the school year or term. The specific reasons for the dismissal shall be confidential but shall be issued to the teacher upon request.

16. If a decision to dismiss a non-tenured staff member is made, all requirements as outlined in the Community College Tenure Act, Section 3B-3 "Dismissal of Non-Tenured Faculty Member" will be followed.

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APPENDIX D

STUDENT COURSE OUTLINES

Each part-time faculty member is required to prepare a semester outline to show how he or she is going to present the course. The "student course outline" should be passed out to each student the first meeting of each class. It needs to include (1) the course title, (2) instructor name, (3) how to get in touch with the instructor (4) grading plan, (5) week-by-week or day-by-day objectives and reading assignments, (6) attendance policy (be specific), (7) test dates, (8) any other material that assists the student to understand the course and its requirements, (9) and, General Education statement. Two copies need to also be submitted to the division chairperson (one is sent to the dean of instruction's office) prior to or during the first week of classes. Five sample student course outlines are attached.

Course Description

- To introduce students to analysis and description of human behavior with special references to learning memory perception, motivation, emotions, personality, and adjustment. Emphasis is placed on psychological principles as they relate to daily life.

Tests

- There will be **5** tests. The first four will be worth **100** points each. The fifth test will be a **non-comprehensive** final worth **150** points. All tests will be multiple choice, matching, & short answer/essay. Homework and study guides will be worth a total of **50** points.

Grading Scale

Total Points Available for Semester 600

552-600.....92-100% = A
492-551.....82-91% = B
420-491.....70-81% = C
360-419.....60-69% = D
0-359.....59-0% = F

CLASS POLICIES:

- **Make Up Tests:** If you must miss a test, contact me prior to class and arrange a time for a make up test. Make up tests will usually be taken prior to the class session immediately following the missed test. **If you fail to contact me regarding a missed test and you are absent during the class session immediately following the test, you will be dropped from the class.** Make up tests for the final exam will only be given under **extraordinary circumstances.**
- **Assignments:** All students are expected to be prepared for class and to participate in class discussions. A brief and easily completed study guide for each chapter will be handed out. You are expected to have read the assigned chapters and to have completed the study guides prior to the start of the class period during which they will be covered. (Study Guides **do not** need to be completed on test days.) If a student is on the borderline for a semester grade, class participation and grade trend will be considered.
- **Disruptions**: Any student disrupting class will be asked to leave. Continuing problems will result in the student's name being turned into the IVCC for disciplinary actions.
- **Cheating: Any** student caught cheating will be **dropped from the class with an F** and will have their name turned into IVCC for disciplinary actions.
- **Study Guides:** Study Guides will be collected on nights that there are not tests. Each night Study Guides are collected they will be worth ten points. Five Study Guides scores will be applied to your semster grade for a total of a possible fifty points. There are eight possible nights to turn in Study Guides, so that you can miss turning them in three times and not be penalized. **Study Guides will only be accepted the night on which they are due and you must turn them in personally, and stay for the full class period in order to receive credit.**

Psychology 100

Syllabus

Instructor:

Pam Mamer

Home Phone:

672-6168

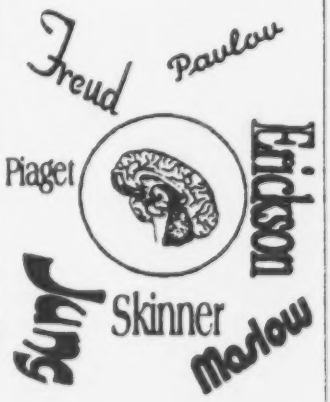
Between
8:30am & 8:00pm

Text:
Introduction to Psychology

By: Dennis Coon

5th Edition, 1989

West Publishing Co.



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Class Schedule

January 25	Introduction, **Ch.1** Psychology & Psychologists
February 1	**Ch.2** Research Methods **Ch.3** Brain, Biology & Behaviors
February 8	**Test Chapters. 1,2 & 3** **Ch.4** Sensation & Reality
February 15	**Ch.5** Perceiving the World
February 22	**Ch.6** States of Consciousness
March 1	Casmir Pulaski Day- **NO CLASS**
March 8	**Test Chapters 4, 5 & 6** **Ch.7** Conditioning & Learning I
March 15	Spring Break-**NO CLASS**
March 22	**Ch. 8** Conditioning & Learning II
March 29	**Ch.9** Memory **Ch.10** Cognition
April 5	**Test Ch. 7, 8, 9 & 10** **Ch.11** Motivation **Ch.12** Emotion
April 12	**Ch.16** Dimensions of Personality **Ch.17** Theories of Personality
April 19	**Test Ch. 11,12,16 & 17** **Ch. 19** Maladaptive Behavior
April 26	**Ch. 20** Major Mental Disorders **Ch. 21** Insight Therapy
May 3	**Ch.22** Behavior Therapy **Ch. 25** Sexuality & Gender
May 11	**Final** **Chapters 19, 20, 21, 22 & 25**

Psychology 100

Class Schedule

Spring Semester 1993

Test Dates

1..2/08/93

2..3/08/93

3..4/05/93

4..4/19/93

Final

5/11/93

ECONOMICS 203 - PRINCIPLES OF MACROECONOMICS

Mr. Komarek, Office B323, Telephone 224.2720 x393

Office Hours: MWF: 8:30-9:00 and 10:00-10:50 and 2:00-2:30
TR: 8:00-8:50 and 9:00- 9:30 and 12:30-1:00

TEXT: Boyes and Melvin Economics (1991)

Grading

1 comprehensive final exam		200 points
5 hourly exams @ 100 pts each		500 points
25 assignments @ 20pts each		500 points
unannounced quizzes	approx.	200 points
		1400 points possible

90% and above assures an A
80%-90% assures a B
70%-80% assures a C
60%-70% assures a D
60% or below assures an F

Students are expected to attend class and to be aware of all information in the IVCC CATALOG. There will be no make-up quizzes. If an assignment is late, a penalty of 20% per day will be assessed. Make-up exams will be given only in rare circumstances. The student must contact the instructor before the original exam date to discuss the possibility of taking a make-up exam.

> "Cheating is considered a very serious offense in this course. Any student caught cheating will be failed for the course and withdrawn immediately from the course. In addition, the student will be referred to the Dean of Student Development for review and possible further action up to potential suspension from the college."

TENTATIVE SCHEDULE

Jan 6- 8 ch 1
11-12 ch 2
13-15 ch 3
20-21 EXAM ONE ch 1-3
22-26 ch 4
27-29 ch 5
Feb 1- 3 ch 6
4- 8 ch 7
10-11 EXAM TWO ch 4-7
12 LINCOLN'S BIRTH. ANN.
15-16 ch 8
17-19 ch 9
22-24 ch 10
25-Mar 2 ch 11
Mar 4- 5 EXAM THREE ch 8-11
8- 9 ch 12
Mar 10-11 ch 13
12-19 SPRING BREAK
22-24 ch 14
25-29 ch 15
30-Apr 2 ch 16
Apr 6- 7 EXAM FOUR ch 12-16
8-13 ch 17
9 GOOD FRIDAY
14-16 ch 18
19-21 ch 19
22-23 ch 36
26-27 ch 37
28-29 EXAM FIVE ch 17,18,19,36,37
30-May 3 ch 38
May 4- 5 ch 39
6-11 FINAL EXAMS

ILLINOIS VALLEY COMMUNITY COLLEGE

PSY 100

General Psychology
Spring 1993

Division of Social Science and Public Services

Valery Anderson Calvetti, M.S.Ed.
815-434-2141

Office Hours:
Before or
after class
or by appointment

Required Text:

Coon, Dennis (1989). Introduction to psychology: Exploration and application - Fifth edition. St. Paul, MN: West Publishing Company.

Additional readings may also be assigned in class at the discretion of the instructor.

Purpose:

To introduce students to the analysis and description of human behavior with special reference to learning, memory perception, motivation, emotions, personality, and adjustment. Emphasis is placed on psychological principles as they relate to daily life.

Course Objectives:

1. To help the student gain an overall view of contemporary psychology.
2. To have the student become aware of psychology's relevance to human behavior.
3. To encourage the application of psychological principles to other fields of study.

Performance Products:

1. **Proficiency Probes**
   Four probes will be given at scheduled intervals which cover readings, lecture materials, class discussions, and assignments from the course.

2. **Topical Paper**
   You will write a paper on psychology in which you may explore a single issue or interest. This paper must be:
   a) Minimum of one and maximum of three pages in length
   b) Include your name and social security number
   c) Typed on bond paper (your choice of color! - no onion skin)
   d) Double spaced
   e) Stapled in the upper left hand corner
   f) Grammar, spelling, and clarity of expression will be factored in.
   Failure to comply with two of these requirements will result in a grade no higher than a "C" for this assignment. A paper deficient in more than two of these guidelines will receive no credit (F). Papers must be submitted on the due date or be subject to one letter grade lower for each class session it is late. This paper will be discussed in detail later in the semester.

3. **Class Attendance**
   Students are expected to be present for all course lectures, activities, and discussions.
   There will be <u>no make-up</u> on missed in class "psycho-lotto" drawings. No make-up probes will be permitted unless a student has made <u>advance</u> arrangements with the instructor.

4. **Reading**
   All assigned readings should be completed prior to the class session in which they will be discussed.

Grading:

Students will be graded according to the skill level demonstrated on the following:
probes, "psycho lotto," topical paper, class participation, and assignments. Letter grades will be earned as follows- A, B, C, D, or F.

Tentative Class Schedule
PSY 100
Tuesday and Thursday
2:00 p.m.- 3:15 p.m.

DATE:	*TOPIC:
1/07	Course overview: Tentative Class Schedule and Course Requirements
1/12	Introduction to Psychology and Psychologists Chapter 1
1/14	Research Methods in Psychology -- Chapter 2
1/19	Behavior and the Brain -- Chapter 3
1/21	Sensory System -- Chapter 4
1/26	Sensory System continued -- Chapter 4
1/28	Perception -- Chapter 5 -- Review and Summary
2/02	PROBE -- Chapters 1-5
2/04	States of Consciousness -- Chapter 6
2/09	States of Consciousness continued -- Chapter 6
2/11	Learning -- Chapter 7
2/16	Cognition and Conditioning Principles -- Chapter 8
2/18	Memory and Language -- Chapter 9
2/23	In the Library, Attending a Play, or At the Movies! Dream Collection Data Begins
2/25	In the Library, Attending a Play, or At the Movies - Concludes! Dream Collection Data Continues ...
3/02	Language and Creative Thinking -- Chapter 10
3/04	PROBE -- Chapters 6-10
3/09	Motivation -- Chapter 11
3/11	Emotions and Health -- Chapter 12
3/16	SPRING BREAK
3/18	SPRING BREAK

Tentative Class Schedule

3/23	Stress and Coping -- Chapter 13
3/25	Stress and Coping continues -- Chapter 13
3/30	Personality -- Chapter 16
4/01	Personality continues -- Chapter 16
4/06	PROBE -- Chapters 11-13;16
4/08	Maladaptive Behaviors -- Chapter 19
4/13	Maladaptive Behaviors continues -- Chapter 19 and/or Proxemics Data Gathering
4/15	Major Mental Disorders -- Chapter 20
4/20	Major Mental Disorders continues -- Chapter 20
4/22	Social Psychology -- Chapter 23
4/27	Social Psychology -- Chapter 24
4/29	Proxemics Data -- Social Psychology - Sexuality -- Chapter 25
5/04	Sexuality continues -- Chapter 25 Psycho Socio!
5/06	FINAL PROBE

*other topics will be covered and the schedule arranged as time permits

IN THE LIBRARY, ATTENDING THE THEATRE, OR AT THE MOVIES!

The books we read, movies we watch, plays we see, and videos we rent may have an impact upon our outlook of human behavior. It is essential while studying a 100 level psychology course that we begin to discriminate where science ends and "hollywood begins." As part of our continuing critical analysis of human behavior we will be selecting one popular novel, play or movie to read or view. This novel, play, or movie must portray a major mental disorder or an aspect of human behavior we have or will be covering in this course. Analyze and critique the novel, play or movie using the following as your guide:

1. Summarize the novel, play, or movie.
2. What is (are) the major mental disorder(s) of the central character?
3. Are there any secondary disorders?
4. What is the reaction of the other characters to the disorder(s)?
5. Do the supporting characters contribute to the disorder(s)? Support your answer.
6. Is the depiction of the disorder a realistic portrayal based upon our textbook?
   Support your answer.
7. To what extent does science end and "hollywood" begin?

Ideas...
Being There
Harvey
The Man With the Golden Arm
Arsenic and Old Lace
Snake Pit
Psycho
One Flew Over the Cuckoos Nest...

There are limitless possibilities for books, plays or videos! Please have your selection approved at least by midterm!

TOPICAL PAPER CHECKLIST

_____Minimum of one page (excluding cover sheet and bibliography -- if utilized)

_____Maximum of three pages (excluding cover sheet and bibliography -- if utilized)

_____Name

_____Social Security Number

_____Bond Paper

_____Typed

_____Double Spaced

_____Stapled in the Upper Left Hand Corner

_____Grammar

_____Spelling

_____Clarity of Expression

_____Creativity

_____Originality of Thought

_____References (if utilized)

_____Bibliography (if utilized)

The thoughts and ideas contained in this topical paper are original to the undersigned, unless otherwise noted, and I have not given or tolerated others' use.

_____ _____

Name Date

Name _____

COURSE OUTLINE
STEERING & SUSPENSION SYSTEMS----ATO 126
4 CREDITS----------SPRING 1993

Instructor

Dan O'Connor
121 Automotive Building
224-2720 ext. 219

Office Hours

M	10:00 - 10:30	3:30 - 4:30	
Tu	8:30 - 10:00	3:00 - 3:30	
W	8:30 - 11:30		
Th	8:30 - 9:00	11:00 - 11:30	1:30 - 3:00
F	4:00 - 5:00		

Class Meets

M	8:00 - 9:50	Classroom			
M	10:30 - 3:30	Lab 1	F	11:00 - 4:00	Lab 2

Course Purpose

To familiarize the student with the fundamentals of automotive systems. Diagnostic procedures, component servicing, and maintenance are emphasized in the classroom and live lab. Some of the equipment used in lab are the Bear TAC 4 computer alignment machine, the Hunter Lite-A-Line alignment machine, Bear computer wheel balancer, Mc Pherson strut tool, and other items. The main emphasis will be on properly aligning a car and getting acquainted with the four wheel alignment machine.

Required Text

Thomas W. Birch. Automotive Suspension and Steering Systems. ATS, 1987.

Required Supplies

1. Notebook	2. Folder	3. Safety Glasses
4. Highlighter	5. Tools	6. Coveralls

Grading

Your final grade will be computed from 50% of the classroom assignments, 35% of the lab assignments, and 15% from the instructor's subjective evaluation.

ATTENDANCE IS REQUIRED FOR CLASSROOM AND LAB SESSIONS.

****

* Cheating Policy *
*
* Students caught cheating in the classroom or lab *
* sessions will receive an "F" grade on the test, *
* paper, lab objective, or project in question. *
*

****

A. Classroom---50%

		Points	%
1.	Current Events	30	8
2.	Quizzes*	80	22
3.	Homework*	100	28
4.	Final Exam	150	42
	(Comprehensive - May use one 8 1/2" X 11" cheat sheet, one side only)	360	100

*2A. There will be four announced quizzes. There will be a quiz after each major discussion/chapter discussed. Each quiz is worth 20 points and there will be either ten or twenty essay questions. There will be no Mid-term Exam given in this class. Make-up quizzes must be done within one week of your absence during the instructor's office hours. If not, zero points will be marked down for your score.

1. Quiz #1 = _____
2. Quiz #2 = _____
3. Quiz #3 = _____
4. Quiz #4 = _____

---

*3A. Since the questions in the book have the answers in the back of the book, they will not be assigned. Therefore, Nineteen Chapter Summaries will be assigned and due dates will be given throughout the semester by the instructor.

Each summary should have the following information:
- -at least two pages in length/chapter
- -define new terms and systems
- -major points of each chapter
- -only write on one side of your paper in ink!

Each summary is worth 5.263 points. They may not be turned in late! I will keep track in my grade book.

Chapter	Page Numbers	Due Date
16	402-451	_____
17	452-475	_____
18	476-533	_____
1	1-25	_____
5	114-127	_____
6	128-157	_____
2	26-51	_____
3	52-66	_____
4	66-113	_____
19	534-566	_____
7	158-181	_____
8	182-201	_____
14	338-369	_____
9	202-219	_____
10	220-245	_____
11	246-267	_____
12	268-303	_____
13	304-337	_____
15	370-401	_____

B. Lab---35%

1. 252 points for 11 assigned lab objectives.

ATO 126 Lab Objectives

Objective	Description	Job#	Page#	Points
1.	Repack wheel bearings	1	24	20
2.	Riding height measurement	2	143	10
3.	Ball joint inspection	3	101	10
4.	Pre-alignment inspection on 2 different cars	4	315	20
5.	Remove & replace a Rack & Pinion unit from a vehicle	5	---	35
6.	Steering gear overhaul	6	255	25
7.	Rack & Pinion overhaul	7		25

8.	One alignment = shim pack, eccentric, or slotted	8	---	35
9.	Tire machine --2 tires	9	---	20
10.	Computer balance--2 tires	10	---	20
11.	Change 2 Mc Pherson struts	11	---	32
				252

C. Subjective Evaluation---(15%) For Classroom & Lab!

1. Worth 108 points based on the following:

   a. tardiness to lecture and lab sessions
   b. attendance in classroom and lab sessions
   c. working on your car(s) and customer cars that are scheduled for live work
   d. work attitude
   e. initiative
   f. contributes to class discussion
   g. cooperation
   h. practices safety
   i. follows directions
   j. cleans up shop
   k. accepts criticism

D. Final Grade

		Points
1.	Classroom	360
2.	Lab	252
3.	Subjective Evaluation	108
		720

89.5 - 100%	or	644-720=A
79.5 - 89.4%	or	572-643=B
69.5 - 79.4%	or	500-571=C
59.5 - 69.4%	or	428-499=D
59.4%	or	498=F

Mark your calendar for these dates.

January 18----------No Class

February 12----------College Closed (Lincoln's B-day)

March 12----------College Closed

March 15-19----------College Closed (Spring Break)

April 9----------College Closed (Good Friday)

April 29----------Current Events Due

May 3----------Lab Objectives Due

May 10----------Final Exam, Last For This Class

WELCOME TO STEERING AND SUSPENSION-------ATO 126

GOOD LUCK!

ENGLISH 101--TTh

Robert Howard

B-220
224-2720, x328

Spring '93 Office Hours:

MWF	11:00--1:00
TTh	9:00--9:30
	11:00--12:30
W	6:00--6:30

REQUIRED TEXTS

Proffitt: Reading and Writing About Literature
Dethloff and Lynch: IVCC Style Book
Rhoades: Student Handbook for Norton Textra Writer

REQUIRED SOFTWARE

Norton Textra Writer

COURSE OBJECTIVES

English Composition I is designed to study and apply rhetorical principles of writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose.

Students' essays will be based on their readings of prose nonfiction and short fiction.

REQUIRED COURSE WORK

FREE WRITING--NOTEBOOK ENTRIES: open subject; approximately ten lines in length; one due at the end of each week.

MAJOR ESSAYS: Eight (8) expository and argumentative essay-length assignments: inventions six (6); revisions two (2).

POP QUIZZES: at the discretion of the instructor.

ATTENDANCE

The student is expected to be present and to participate in class discussions and activities. Unexcused absences beyond the equivalent of one week's classes will result in a potential drop from the course. If you notify me in advance that you need to be absent, you may make up and/or submit the assignment for full credit.

GRADING REQUIREMENTS

ALL ASSIGNMENTS ARE DUE ON THE DATES INDICATED. Unexcused late papers will be docked one full letter grade for each class meeting they are late. PAPERS MORE THAN A WEEK LATE WILL BECOME A ZERO.

ANY THREE ZEROS WILL RESULT IN A FAILING GRADE FOR THE COURSE.

Any handwritten papers must be written in black or blue ink. Papers in pencil will not be accepted. They will be returned and considered late until properly submitted.

By the end of the first month, all papers will be done on the Norton Textra Writer.

CLASSROOM BEHAVIOR

This section should not be necessary at the college level, but there have been increasing complaints about juvenile behavior in the classroom. Here are my basic groundrules:

You are expected to be on time and ready to work when the class begins. An occasional late arrival (especially in inclement weather) will be accepted. I would rather you be there for part of the class than miss it all. Consistent late arrivals will lead to a reprimand and suggested remediation.

I work on the presumption that you are all here to learn. Save your socializing for outside the classroom. If your behavior in class ever becomes disruptive in any way, I will ask you to leave, and you will go!

ENGLISH 101 COURSE SCHEDULE

1/7	Introduction to Course and Text	
1/12	Discuss first paragraph and marking symbols Set up Essay 1	
1/14	Reading and Writing	pp. 3-28
1/19	Section 5: The Essay	pp. 862-895
	Grouping by Analogy	p. 1007
1/21	Cont.: ESSAY 1 DUE	
1/26	Introduction to Norton Textra Writer	
1/28	Grouping by Definition	p. 1008
2/2	Grouping by Chronology	p. 1008
2/4	Grouping by Exemplification REV. ESSAY 1	p. 1009
2/9	Grouping by Metaphor	p. 1009
2/11	Grouping by Narration/Narrator	p. 1009
2/16	Grouping by Title (vis-a-vis Thesis)	p. 1011
2/18	Cont.; ESSAY 3 DUE	
2/23	What Fiction Is	pp. 30-42
2/25	Chapt. 2: Theme	pp. pp. 43-67
3/2	Cont.	
3/4	Cont.; ESSAY 4 DUE	
3/9	Chapt. 3: Plot and Situation	pp. 68-97
3/11	Cont.	
3/23	Chapt. 4: Characterization	pp. 98-120
3/25	Cont.; ESSAY 5 DUE	
3/30	Chapt. 5: Narration & Point of View	pp. 121-149
4/1	Cont.	
4/6	Chapt. 6: Mood, Irony and Style	pp. 150-178
4/8	Cont.; ESSAY 6 DUE	
4/13	Chapt. 7: Setting and Symbolism	pp. 179-207
4/15	Cont.	
4/20	Pulling It All Together	pp. 208-214
4/22	Cont.; REV. ESSAY 6	
4/27	Cont.	
4/29	ESSAY 8: IN-CLASS	
5/4	Return and discuss Final Essay	

APPENDIX E

FACULTY COURSE APPROVAL FORM

This form is to be approved by the Division Chairperson and forwarded to the Dean of Instruction for final approval.

I wish to take the following course work with the understanding that the semester hours of credit earned by completing these courses will apply to the salary framework of the Illinois Valley Community College District.

COURSES PROPOSED

* (Check one)

NAME OF COURSE	COLLEGE	INSTRUCTOR	SEMESTER CREDIT HOURS	SUBJECT	RELATED
			TOTAL HOURS		

* Instructors are to indicate in which area the credits will apply.

Description of content of course(s): _____

_____

_____

Length of time in weeks/days: _____

Beginning Date: _____ Ending: _____

Does this work give you credit towards a graduate degree? ☐ YES ☐ NO

Requested by:

_____ / _____
Instructor Date

Approvals:

_____ / _____
Division Chairperson Date

_____ / _____
Dean of Instruction Date

APPENDIX F

ILLINOIS VALLEY COMMUNITY COLLEGE

SUMMER SCHOOL REQUEST FOR TEACHING (FULL-TIME FACULTY)

TO: _____
Division Chairperson

FROM: _____
Instructor

DATE: _____

☐ I DO want to teach this summer if classes are available.
COURSES PREFERRED: 1. _____
2. _____

☐ I DO NOT want to teach this summer.

☐ Number of teaching hours desired.

_____ / _____
Instructor's Signature Date

APPENDIX G

ILLINOIS VALLEY COMMUNITY COLLEGE
Oglesby, Illinois

APPLICATION FOR TRAVEL

at institutional expense.

Date _____

Name _____

SS# _____

Purpose of Trip: _____

Place _____ Date or Dates _____

ADVANCE REQUESTED YES ____ NO ____ BY _____ (Date) $ _____ (Amount) CHECK NO. _____ DATE _____

Disposition of Classes

DATE	HOUR	COURSE	DISPOSITION (Give Details)

Mode of Travel: (Receipts needed for all expenditures) ESTIMATED COST OF TRIP: Itemized Expenses:

Train/Bus/Air Fare or Rental Cost (car/bus) (please circle one) ..... $ _____ $ _____

Automobile: Est. _____ Actual _____ miles @ ____ per mile $ _____ $ _____

Lodging: (Receipts must be attached)

Hotel ..... $ _____ $ _____

Other ..... $ _____ $ _____

Meals (Itemized) (Receipts must be attached)

Date	Breakfast		Lunch		Dinner		ESTIMATED COST OF TRIP:	Itemized Expenses:
_____		+		+		=	$ _____	$ _____
_____		+		+		=	$ _____	$ _____
_____		+		+		=	$ _____	$ _____
_____		+		+		=	$ _____	$ _____
_____		+		+		=	$ _____	$ _____

Miscellaneous Expenses: (Itemize in detail by day/type/receipt)

_____	$ _____	$ _____
_____	$ _____	$ _____
_____	$ _____	$ _____

(Signed) _____ (Traveler) Total Cost Est. $ _____ Actual $ _____

Approved for Approximately $ _____

_____ Chairperson DATE

_____ Dean DATE

_____ President DATE

EXPENSE ACCOUNT

Acct. No. _____ For $ _____

Acct. No. _____ For $ _____

Check No. _____ Date _____

_____ Chairperson DATE

_____ Dean or President DATE

APPENDIX H

ILLINOIS VALLEY COMMUNITY COLLEGE

CHANGING OR ADDING HARDBOUND TEXTBOOKS

Textbooks are adopted by departmental agreement and approved by the Dean of Instruction. Textbook changes should be prepared one semester prior to the time of intended use. The following form may be obtained from the Division Chairperson.

Procedure for Changing Textbooks or Adding New Textbooks

This report is to be filed with the Dean of Instruction. Attach separate evaluation from each member of the department. One copy will be returned to the Division Chairman and the instructor initiating the request, after approval.

1. Title of course _____ Course No. _____

Title of text now being used _____

Author _____ Publisher _____

Edition _____ Year Adopted _____

2. Reason for change:

EFFECTIVE DATE: _____
Semester/Term

3. List other textbooks examined in the field under consideration:

98

(OVER)

4. Title of textbook recommended: _____

Author _____ Edition _____

Publisher _____ List Price _____ # of Copies Needed _____

I.S.B.N. #_____
(International Standard Book Number)

5. Please list definite statements showing that the book recommended fullfils the needs of the course offered.

Recommended by:

_____ / _____
Instructor Date

Approved by:

_____ / _____
Division Chairperson Date

_____ / _____
Dean of Instruction Date

ILLINOIS VALLEY COMMUNITY COLLEGE

CHANGING OR ADDING PAPERBACK TEXTBOOKS

Textbooks are adopted by departmental agreement and approved by the Dean of Instruction. Textbook changes should be prepared one semester prior to the time of intended use. The following form may be obtained from the Division Chairperson.

Procedure for Changing Textbooks or Adding New Textbooks

This report is to be filed with the Dean of Instruction. Attach separate evaluation from each member of the department. One copy will be returned to the Division Chairman and the instructor initiating the request, after approval.

1. Title of course _____ Course No. _____

Title of text now being used _____

Author _____ Publisher _____

Edition _____ Year Adopted _____

2. Reason for change:

EFFECTIVE DATE: [ ]
Semester/Term

3. List other textbooks examined in the field under consideration:

(OVER)

4. Title of textbook recommended: _____

Author _____ Edition _____

Publisher _____ List Price _____ # of Copies Needed _____

I.S.B.N. #_____
(International Standard Book Number)

5. Please list definite statements showing that the book recommended fullfils the needs of the course offered.

Recommended by:

_____ / _____
Instructor Date

Approved by:

_____ / _____
Division Chairperson Date

_____ / _____
Dean of Instruction Date

APPENDIX I

ILLINOIS VALLEY COMMUNITY COLLEGE

INDIVIDUAL FACULTY COMPETENCIES AND QUALIFICATIONS

This is to certify that _____ is competent to teach the following Division of _____ courses currently offered by Illinois Valley Community College:

This competency has been mutually agreed upon and reflects academic preparation and successful teaching in these areas.

_____ is also academically prepared to teach the following courses:

However, certification is withheld pending successful teaching of these courses at the college level.

Approval Requested: _____ / _____
Instructor Date

Approved: _____ / _____
Chairperson Date
Division of

Approved: _____ / _____
Dean of Instruction Date

FOR PERSONNEL FILE

ILLINOIS VALLEY COMMUNITY COLLEGE

APPROVAL FOR NEW COMPETENCIESAND/OR ADDITIONAL QUALIFICATIONS FOR FACULTY

DATE: _____

NAME: _____

Competency Requested for Approval [Course(s)]: _____

-or-

Qualification Requested for Approval [Course(s)]: _____

List activities and/or educational achievements that support this request:

_____

_____

_____

_____

Approval Requested: _____ / _____
Instructor Date

Approved: _____ / _____
Chairperson Date
Division of

Approved: _____ / _____
Dean of Instruction Date

UPDATED FORM DUE BY:
OCTOBER 1 (FALL) OR
APRIL 15 (SPRING)

APPENDIX J

ILLINOIS VALLEY COMMUNITY COLLEGE

Report of Absence of Instructor from Class

NAME _____ DATE _____

Reason for Absence (check one):

Sick (reason) _____

Personal _____

Authorized _____

Bereavement _____

Dates Absent: _____
Disposition of Classes _____
_____

_____

Further Explanation (if needed) _____

_____

_____

Approved: _____
Director

_____
Division Chairman

_____
Dean of Instruction

TELEPHONE DIRECTORY

KEY TELEPHONE NUMBERS FOR FACULTY TO USE

I.V.C.C. Main Number ..... (815) 224-2720

Dean of Instruction (Hans Andrews) ..... Ext. 406
Associate Dean of Instruction for Career Programs (John Allen) ..... Ext. 409
Dean of Continuing Education (James Kafka) ..... Ext. 426
Dean of Student Development (Joseph Zelenski) ..... Ext. 434

DIVISION CHAIRPERSONS

1. Business and Engineering (Linda Knight) ..... Ext. 483
2. Humanities and Fine Arts (Samuel Rogal) ..... Ext. 491
   Home: 224-1920
3. Life and Physical Sciences (Louis Borio) ..... Ext. 482
   Home: 224-1126
4. Social Sciences and Public Service (John Erwin) ..... Ext. 489
   Home: 872-1851

DEPARTMENTS

1. Nursing (Carole Caresio Haas) ..... Ext. 481

SUPPORT OFFICES

1. Admissions and Records (Robert Marshall) ..... Ext. 437
2. Audio-Visual (Ed Anderson) ..... Ext. 463
3. Bookstore (Marie Rentz) ..... Ext. 311
4. Business Services (Frank Zeller) ..... Ext. 415
5. Business and Industrial Services (Jamie Bednar) ..... Ext. 428
6. Continuing Education (James Kafka) ..... Ext. 425
7. Copy Center (Sandy Kosciewicz) ..... Ext. 313
8. Counseling Center ..... Ext. 360
9. Job Placement (John Marzetta) ..... Ext. 214
10. Library (Evelyn Moyle) ..... Ext. 397
11. Reading/Writing/Study Skills Lab (Marianne Dzik) ..... Ext. 433
12. Retention and Recruitment Services (Kelly Conrad) ..... Ext. 484
13. Safety Services (Ken Sangston) ..... Ext. 314
14. Student Services (Joseph Zelenski) ..... Ext. 434
15. Tutoring (Vickey O'Neal Woodward) ..... Ext. 479